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UNITED STATES AIR FORCE

OGGUPATION SURVEY SEPORT

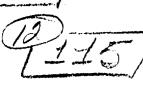
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OFFICER PROFESSIONAL MILITARY EDUCATION
CURRICULUM VALIDATION PROJECT

AFPT 90-000-346

AUGUST 1980



OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT CENTER
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78148

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#### **PREFACE**

This report presents the results of an Air Force Occupational Survey of the leadership, management, and communicative tasks performed by Air Force Officers. This survey was requested by HQ Air University, and the data were to be used to help validate and revise the curricula of all officer precommissioning and postcommissioning professional military education (PME) courses. Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Manpower and Personnel Division, Air Force Human Resources Laboratory (AFHRL), and were written by the Computer Programming Branch, Technical Services Division, AFHRL.

The Air Force occupational survey program has been in existence since 1956 when initial research was undertaken by AFHRL (Air Force Systems Command) to develop a methodology for gathering and analyzing occupational information. In 1967, an occupational survey program was established within the Air Training Command, and surveys were produced annually for 12 enlisted specialties. In 1972, the program was expanded to conduct occupational surveys covering 51 career fields annually. In late 1976, the program was again expanded to include the survey of officer utilization fields to permit special management applications projects, and to support interservice or joint service occupational analysis.

Major Jerry M. Barucky developed the survey instrument used in the present project, analyzed the survey data, and wrote the final report. This report has been reviewed and approved by Major John X. Olivo, Chief, USAF Officer Survey Section, Occupational Analysis Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

Copies of this report are available to air staff sections, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention to the Chief, Occupational Analysis Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

BILLY C. McMASTER, Col, USAF Commander USAF Occupational Measurement Certer WALTER E. DRISKILL, Ph.D. Chief, Occupational Analysis Branch USAF Occupational Measurement Center

#### SUMMARY OF RESULTS

- Survey Administration: Three separate survey booklets aimed at collecting four different types of information were administered to separate random samples of officers in all career fields, within paygrades 0-1 through 0-6. Administration took place between November 1979 and April 1980. Survey results are based on data from a total of 11,020 respondents.
- 2. Analysis Of Tasks Performed By Each Paygrades Analysis of paygrade specific data revealed the manner in which officers' leadership, management, and communicative task involvement increases as paygrade increases. Generally, the data show that the percentage of officers in supervisory positions, the percentage of officers assigned to higher organizational levels, and the percent of total job time spent on leadership, management, and communicative tasks all increase from the 0-1/0-2 level to the 0-6 level. Specifically, each task in the job inventory was analyzed according to the percentage of respondents in each paygrade who perform that task. These data can help to determine the paygrade points at which performance of a task becomes significant enough to suggest some attention in PME curricula.
- 3. <u>Utilization Field Comparisons of Tasks Performed:</u> Comparisons of the percentage of respondents performing each of the tasks in the inventory were made among the various utilization fields in paygrades 0-3, 0-4, and 0-6. These comparisons revealed that considerable differences exist among the type of tasks performed by members of various utilization fields within paygrades 0-3 and 0-4. A somewhat greater degree of homogeneity is indicated in the tasks performed by 0-6s across all utilization fields. These differences would indicate that it may be difficult for a paygrade based curriculum to deal with the variety of experience and PME needs presented by a student population from numerous career areas.
- 4. Comparisons of Task Involvement Among Four Types of Utilization Fields: To obtain a broader look at the differences in leadership, management, and communicative task involvement based on technical specialty, data from individual utilization fields were combined into four major utilization field rated fields, scientific/technical fields, support fields, and medical Comparisons of the percentage of members performing each task were made among these four areas within each paygrade, and they revealed quite different degrees of involvement in leadership, management, and communica-Rated fields reported relatively little involvement until the 0-4 tive tasks. paygrade. Support fields reported a comparatively high degree of task Scientific/technical fields reported somewhat involvement in all paygrades. less involvement than the support fields among the 0-1/0-2 respondents; however, from 0-3 through 0-6, the scientific/technical fields' task involvement is roughly equal to or slightly greater than that of the support areas. The medical fields' involvement in leadership, management, and communicative tasks is much less than the involvement of utilization fields from the scientific/technical or support areas in paygrades 0-1 through 0-5.

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5. Ratings of Task Difficulty: A small sample of 0-6 respondents rated each task according to its difficulty (or the relative amount of time it takes to learn to perform each task). A majority of the tasks receiving the highest difficulty ratings are related to communication skills or long-range planning. Many of these are somewhat specialized tasks, performed by a relatively small percentage of the respondents.

- 6. Ratings of Need For Skills in and Knowledge of PME Curriculum Topics: A list of 247 curriculum topics taught in PME courses was rated by a separate, large sample of officers. They rated each topic twice according to their need for the topic "on the job" and according to their need for the topic "in order to have an effective professional career." In both of these types of ratings, topics related to communicative skills or to command and management were generally rated higher than topics related to the military environment/national security or to military employment. Although the average ratings of some of the highest or lowest rated topics can be quite enlightening to curriculum personnel, a lack of agreement among respondents within the same grade about the need for many of these topics makes their use in curriculum decisionmaking more difficult. However, this lack of agreement may support the observation that personnel within the same paygrade can have different PME needs.
- 7. Perceptions of Benefit: Respondents rated the extent to which they benefitted from each of the PME courses they completed. All of the resident courses, from precommissioning programs through the senior service schools, were rated as having been from a "fairly great" to a "very great" benefit by more than 40 percent of the persons completing them. Respondents perceived much greater benefit from the resident courses than from the correspondence or seminar courses. Specifically, intermediate and senior service school resident programs, the Air Force Academy military training program, and the Officer Candidate School precommissioning program (which ceased operation in 1963) received the highest benefit ratings.

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### OCCUPATIONAL SURVEY REPORT OFFICER PROFESSIONAL MILITARY EDUCATION (PME)

#### INTRODUCTION

The role of an Air Force officer, no matter what technical specialty he or she may be part of, has traditionally included responsibilities as a leader and manager. To insure that its officers will have the skills to carry out these leadership and managerial responsibilities, the Air Force provides a variety of precommissioning and postcommissioning professional military education (PME) courses that can be taken at specific paygrade points. In order to determine whether these courses are truly responsive to the needs of USAF personnel, the Commander of Air University (AU) requested that the USAF Occupational Measurement Center (USAFOMC) conduct an occupational survey that would help in the validation or redesign of the curricula of officer PME courses. Specifically, USAFOMC was asked to determine the leadership, management, and communicative tasks\* performed by Air Force officers at each stage of their careers. In addition, an assessment of the perceptions of USAF officers as to their needs for the various parts of the PME curricula was requested.

A study of a similar nature had been conducted with officers by the Air Force Human Resources Laboratory (AFHRL) in the 1960s (Morsh, AFHRL-TR-69-38). In addition, USAFOMC completed a corresponding study of enlisted PME curricula in 1979 (Occupational Survey Report, AFPT 90-000-346, March 1980). These two studies provided a basis for both the Air University requests and for the current project methodology. The methodology for the officer survey project consisted of: 1) developing both an inventory of the general leadership, management, and communicative tasks performed by Air Force officers across all career fields and a listing of the major curriculum topics in PME courses; 2) surveying a large sample of officers; and 3) analyzing the data and presenting it to curriculum decisionmakers so they could determine if the needs for various leadership, management, or communicative skills (as indicated by task performance data) are being met by the curriculum objectives of each of the PME courses.

\* Some of the 325 task statements in the inventory are broad enough that they may violate the more precise definitions of a "task," and might be referred to as "behaviors," or even "responsibilities." However, as a majority of the statements meet the requirements for task statements, and in order to avoid changes to computer products and to reduce confusion, all of the leadership, management, and communicative behaviors will be referred to as tasks.

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#### Development of the Survey Instruments

To gather the data necessary for this curriculum validation, two types of survey instruments were developed - one for capturing the task related data and one for rating the PME topics. In developing the task related survey instruments, USAFOMC used the same basic approach that has proved successful in the USAF airmen and officer occupational survey programs. However, both the scope of the survey sample and the more general nature of the task statements necessitated that much more care be taken in developing and validating this instrument than is normally required for a regular occupational survey.

In the beginning of the development process, a review of pertinent literature and documents was conducted to examine the results or progress of similar, behavior-based efforts to develop curricula. Then, in ten detailed interview sessions with a total of 82 experienced officers in paygrades 0-1 an inventory of leadership, management, and communicative tasks common to Air Force officers was developed. This tentative inventory of tasks was administered to approximately 225 officers representing each major command. They critiqued the inventory for accuracy, clarity, and comprehensiveness. The recommendations from this review were then considered in two validation conferences, at which representatives of AU agencies helped put the task inventory into its final form. In addition, a series of "background" questions relating to the respondents' demographic status, PME experience, or work environment was prepared so that this information could be used in conjunction with the task data for group comparisons. The instrument was then finally administered, on a test basis, to 20 officers at two bases to identify any remaining problems with task statements, background questions, or survey completion instructions.

The development of the second type of survey instrument was a much simpler process, carried out primarily in conjunction with PME personnel at the two AU validation conferences. Working from their respective course documents, participants representing each of AUs officer PME courses helped compile a list of 247 general topics that covered the various curriculum blocks of all major Air Force PME programs. This list and the background questions selected to be used with it were then reviewed by other Air Force PME agencies to insure the ciarity and comprehensiveness of the instrument.

The results of this development effort were printed in three separate survey booklets as follows:

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- 1) The most important part of the survey data was gathered via a USAI Job Inventory booklet containing 325 leadership, management, and communicative tasks. These tasks were to be rated by survey respondents on a nine-point scale according to the relative amount of time spent on each task compared to the time spent on each of the other leadership, management, and communicative tasks they performed. The scale read as follows:
  - Very small amount
  - 2. Much below average
  - 3. Below average
  - 4. Slightly below average
  - 5. Average
  - 6. Slightly above average
  - 7. Above average
  - 8. Much above average
  - 9. Very large amount

These time spent ratings are usually used with task inventories that are considered to capture 100 percent of the respondent's job. Because this particular task inventory only captured leadership, management, and communicative tasks, respondents were asked to estimate, at the end of the task list, the percentage of their total job time that is spent on the tasks they rated.

2) The second factor, task difficulty, was measured via a Task Difficulty booklet containing the same listing of tasks. "Difficulty" is described as the amount of time it takes to learn to perform a task. Selected O-6s were instructed to rate each task on the following nine-point scale according to its relative difficulty compared to the other tasks.

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- 1. Extremely low
- 2. Very low
- 3. Low
- 4. Below average
- 5. Average
- 6. Above average
- 7. High
- 8. Very high
- 9. Extremely high
- 3) The third instrument, a PME Curriculum Topics booklet, contained a list of 247 major topic areas covered in officer PME courses. For each of these topics, respondents were asked to rate the extent they need that topic in order to perform their current job. Respondents were then asked to rate a second listing of the same 247 topics according to the need for each topic in order to have an effective professional career. In both ratings the following eight-point scale was used:
  - 1. Not needed
  - 2. Minor need
  - 3. 4.
  - 5. Substantial need
  - 6.
  - 7.
  - 8. Great need

The scale is the same as the one used in AFHRL's 1964 Management Activity Study, and it was selected to facilitate comparison of the results of the 1964 and 1980 PME topics ratings. This comparison will be addressed in later publications.

#### Determination of Samples

To insure that no respondent received more than one booklet, separate random samples were selected for administration of the various instruments. Each sample was selected on the basis of different criteria. For the main portion of the survey - the USAF Job Inventory - two separate samples were selected in an attempt to get both paygrade specific data and utilization field specific data. The paygrade specific sample consisted of 3600 officers (600 in each paygrade 0-1 through 0-6).

The utilization fields were identified by the first two digits of the Air Force Specialty Code (AFSC). Because utilization field specific sampling within each officer paygrade would have required an unmanageable number of surveys, Air University agencies agreed to limit this sample to paygrades 0-3, 0-4, and 0-6. As a result, approximately 8600 officers (3700 0-3s, 3300 0-4s, and 1600 0-6s) were randomly selected for a separate administration of the same Job Inventory booklet.

Unlike the main survey sample, the raters for the Task Difficulty portion of the survey had to be a relatively small group of experienced people who were currently familiar with almost all of the tasks in the inventory. Thus, the sample for that part of the survey consisted of 100 randomly selected 0-6s.

And finally, for the PME Curriculum Topics booklet another representative sample from each paygrade, 0-1 through 0-6, was needed. Therefore, 3,600 officers (600 in each of these paygrades) were selected for this portion of the survey.

#### Administration of Surveys

The survey booklets were administered in three separate mailings through consolidated base personnel offices (CBPOs) worldwide between November 1979 and April 1980. Table 1 lists the percentage of returns for each survey sample.

#### TABLE 1

OFFICER SURVEY INSTRUMENT	PERCENT	RETURNED
JOB INVENTORY - PAYGRADE SPECIFIC SAMPLE	71	
JOB INVENTORY - UTILIZATION FIELD SPECIFIC SAMPLE	71	
TASK DIFFICULTY	61	
PME CURRICULUM TOPICS - PAYGRADE SPECIFIC SAMPLE	68	

As shown in Table 2, major command representation of the two paygrade specific samples closely reflects the actual MAJCOM distribution of all officers assigned.



TABLE 2

COMMAND REPRESENTATION OF TWO PAYGRADE SPECIFIC SURVEY SAMPLES

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MAJOR COMMAND	PERCENTAGE OF TOTAL ASSIGNED	FERCENTAGE OF JOB INVENTORY SAMPLE	PERCENTAGE OF PME TOPICS SAMPLE
AAC	1	1	1
AFCC	3	4	4
AFLC	3	3	3
AFSC	10	12	10
ATC	16	11	12
ESC	1	2	1
MAC	12	12	12
PACAF	3	2	2
SAC	19	20	21
TAC	14	15	13
USAFE	7	7	7
OTHERS	11	11	14

### ANALYSIS OF LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASKS PERFORMED BY EACH PAYGRADE

As the curricula of various officer PME programs are primarily geared to the needs of officers at distinct phases in their careers, it seemed desirable to analyze the relative involvement in leadership, management, and communicative tasks of each officer paygrade (see Appendix A). These comparisons were made by analyzing the percentage of each officer paygrade that performs each task in the job inventory. According to Air Training Command guidelines (as outlined in ATCR 52-22), performance of a task by 50 percent or more of a group indicates that some formal training on the task may be necessary. Performance of a task by 30-49 percent of the members of a group indicates that the task might be considered for some type of background or fundamental training. Although these guidelines are designed for technical training decisions, in the data analysis these 30 and 50 percent figures were used as indicators of a significant extent of task performance. Table 3 depicts some of the results of this analysis and shows a pattern of increasing involvement in leadership, management, and communicative tasks as officers increase in rank from lieutenant to colonel.

This pattern of task performance is supported and partially explained by other data from the officer PME survey. Table 4 shows that the percentage of officers who have supervisory responsibilities increases from 36 percent among lieutenants to 91 percent among colonels. In addition, Table 5 illustrates the manner in which the percentage of officers assigned to higher organizational levels increases as paygrade increases. Related to these supervisory and organizational assignment patterns, then, are the data in Table 6, which show that the percentage of total job time spent on the leadership, management, and communicative tasks in the job inventory increases from a level of 56 percent among lieutenants to 83 percent among full colonels.

Although this overall pattern of increasing involvement is fairly predictable, it does illustrate the dynamic, ever-changing nature of most officers' leadership, management, and communicative responsibilities. And, more important for curriculum developers, it provides the rationale for a continuing, multi-phased professional development program. In order to determine the specific PME needs of officers at various points in their careers, however, a more detailed analysis of the leadership, management, and communicative task involvement of each paygrade is necessary. The following paragraphs provide some general insight into those more specific needs

#### 0-1/0-2 Task Involvement

As might be expected in an analysis of the leadership, managemer\*, and communicative tasks performed by various officer grades, the 0-1 and 0-2 personnel reported least involvement in these types of activities. In addition, the data show relatively little difference between the leadership, managerial, and communicative activity of second and first lieutenants; and thus, they are considered together in this section of the survey report. As shown in Tables 4 and 5, nearly 67 percent of the lieutenants are assigned at squadron level

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and below, and only 36 percent of the lieutenants report that they are supervisors. Of the 325 tasks listed in the job inventory, only 83 were performed by 30 percent or more of the O-1 or O-2 respondents. They also reported that their overall involvement with leadership, management, and communicative tasks takes from 56 to 60 percent of their total job time.

A listing of the 83 tasks which are performed by at least 30 percent of the lieutenants is found in Appendix B. A review of this list shows that a lieutenant's involvement in leadership, management, and communicative tasks is likely to include the following:

- a. A large variety of communicative behaviors, including the drafting of military letters, memoranda, messages, APRs, and inputs to directives; participation in conferences or meetings; preparation and delivery of formal and informal briefings; provision of oral information or advice to supervisors, peers, and subordinates; and reading of various technical, professional, or other job-related publications.
- b. A number of tasks related to motivating or maintaining the welfare of subordinates or peers, such as counseling military personnel on job-related matters; analyzing subordinates' personal problems; determining ways to increase job satisfaction; presenting the interests of subordinates to higher authorities; providing negative or positive feedback; and implementing morale-building activities.
- c. Evaluation of factors in the work environment, such as oneself, the personalities of others, the performance of military personnel, and the suitability of existing equipment, material, or facilities.
- d. A few of the aspects involved in planning current or day-to-day activities, such as identifying tasks, establishing priorities, and formulating alternative methods to be used.
- e. Basic tasks related to organizing and directing personnel in job accomplishment, including assigning tasks, duties, and areas of responsibility; allocating time for tasks or projects; and issuing direct orders to, persuading, or obtaining agreement from, others to get them to accomplish tasks.

#### 0-3 Task Involvement

According to the survey data in Tables 4 - 6, the overall leadership, management, and communicative task involvement of 0-3 respendents is somewhat greater than the involvement of 0-1s or 0-2s. Slightly more 0-3s report that they are supervisors; a greater percentage of them are assigned to positions at MAJCOM level or higher; and they report that leadership, management, and communicative tasks take up a slightly larger percentage of their total job time.

In terms of individual task involvement, almost all of the 83 tasks performed by at least 30 percent of the lieutenants are also performed by equal or greater percentages of captains. In addition, 41 other tasks are performed by at least 30 percent of the captains. These new areas include:

- a. Several communicative tasks, such as the drafting or writing of position paners, background papers, talking papers, military awards recommendations, and OERs; and the planning or leading of conferences, committee meetings, or working groups.
- b. Slightly wider involvement with tasks related to insuring the job satisfaction or health and welfare of subordinates, including establishing experience broadening programs within the unit, explaining reasons for changes in personnel utilization, writing letters of recognition, taking direct actions to help resolve subordinates' problems, or referring personnel to other helping agencies.
- c. The greatest involvement of any paygrade in training management tasks, such as determining training requirements for individuals, evaluating the progress of trainees, and evaluating the effectiveness of training programs.
- d. A few tasks related to evaluation, such as evaluating the unit or section accomplishment of objectives, evaluating inspection results, or determining suitability of new or modified materials, equipment, methods, or procedures.
- e. Broader involvement in all aspects of planning current activities and limited involvement in some aspects of planning future or long-term activities.

#### 0-4 Task Involvement

A relatively large increase in performance of leadership, management, and communicative tasks is observed between the 0-3 and 0-4 paygrades. Among the 0-4s the majority (59 percent) of the respondents are supervisors, 34 percent are assigned at MAJCOM level or above (this is double the number of 0-3s at these higher organizational levels), and nearly three-fourths of the 0-4's total job time is devoted to performing tasks in the job inventory. In addition, a total of 43 new tasks are performed by 30 percent or more of the 0-4 respondents. Among the 43 new tasks are the following:

- a. Writing military job descriptions, OER and APR indorsements, and staff summaries.
- b. Tasks related to direction and control of the resources of a section or unit, such as evaluating or monitoring the use of equipment, facilities, funds, or personnel; or providing inputs to budget requests or requests for supplies or equipment.
- c. A few tasks related to selection or assignment of personnel, including interviewing military personnel for potential assignment, monitoring the manning status, selecting personnel to fill vacant or new positions, and assigning personnel to work sections, crews. or special duties.
- d. Tasks related to establishing the procedures for operation of a section or unit, such as conducting staff meetings, developing office management procedures, establishing procedures for reviewing or routing information, and establishing requirements or formats for reports.

- e. Several tasks designed to insure the quality of work of a unit or section, including reviewing section progress against established milestones; reviewing suspenses; and reviewing, editing, or approving plans or proposals, documents such as staff summaries, or oral presentations.
- f. Involvement in all aspects of planning for future or long-term activities.

#### 0-5 Task Involvement

Indicative of the increased leadership, management, and communicative task involvement of 0-5 respondents is the fact that 75 percent of them report being in supervisory positions. In fact, many of the new tasks performed by at least 30 percent of the 0-5 respondents are related to personnel activities normally associated with supervision. This unique 0-5 involvement includes:

- a. The first notable interaction with civilian personnel activities, such as drafting civilian job descriptions, drafting civilian performance appraisals, counseling civilian employees, evaluating civilian grade authorizations, or interviewing civilian personnel for hiring.
- b. Selected disciplinary activities, such as determining appropriate corrective actions, coordinating with special agencies such as legal or personnel agencies on administrative or disciplinary actions, and administering supervisory-level corrective actions, such as verbal reprimands, to military personnel.

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- c. Tasks related to establishment of unit or section personnel needs, such as determining positions to be deleted or adjusted due to mandatory reductions or changes, preparing requests for manpower authorizations, providing inputs to manpower documents, and initiating personnel actions, such as classification, assignment, or selection.
- d. Activities related to organizing, or to obtaining and controlling nonpersonnel resources; these include allocating funds, allocating supplies or equipment, designating workspace use, analyzing or adjusting organizational structures of sections or units, and preparing budget estimates or requests.
- e. Communicative tasks, including drafting plans or exercises; drafting replies to official high-level inquiries, such as congressional inquiries; and giving dictation.

#### 0-6 Task Involvement

The 0-6 respondents report that an average of 85 percent of their total job time is taken up by the leadership, management, and communicative tasks in the inventory. And although more than half of the tasks in the inventory are performed by at least 50 percent of the 0-6s, there are only 30 new tasks which are performed by at least 30 percent of the O-6 respondents. These tasks include:

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- a. Increased involvement with civilian personnel tasks, such as counseling civilian personnel, establishing civilian overtime policy, or coordinating with civilian employees or representatives on complaints.
- b. Initiating or recommending disciplinary actions, including administrative corrective actions (such as verbal reprimand or control roster) to military personnel, supervisory level corrective actions to military personnel, and disciplinary actions for civilians.
- c. Allocating the use of buildings and facilities and recommending approval or disapproval of requests for facility construction or modification.
- d. Interaction with base and community agencies to resolve problems or foster good will.
  - e. Drafting, preparing, or delivering speeches or lectures.

Of course, in using the survey task data, curriculum decisionmakers will be concerned with more factors than the tasks performed by 30 percent or more of each paygrade. Some tasks performed by a relatively small percentage of a paygrade group may be deemed important enough to require attention in a corresponding PME course; and other tasks performed by a relatively large percentage of respondents may require only peripheral attention. However, as demonstrated by the preceding paragraphs, these data can give some insight as to the approximate point in an officers' career when he or she is most likely to perform certain tasks and is most likely to derive the greatest benefit from instruction related to those tasks. In fact the officer survey data related to the task performance of lieutenants and captains has already proved useful in workshops designed to develop a common core curriculum for all precommissioning education programs.

TABLE 3

NUMBER OF TASKS PERFORMED BY 30 PERCENT AND 50 PERCENT
OF PAYGRADES 0-1 THROUGH 0-6

	NO. PERFORMED BY 30 PERCENT	NO. PERFORMED BY 50 PERCENT
PAYGRADE	OR MORE	OR MORE
0-1	77	20
0-2	76	19
0-3	127	43
0-4	164	84
0-5	218	130
0-6	240	174

TABLE 4

PERCENTAGE OF RESPONDENTS IN EACH PAYGRADE REPORTING THAT THEY ARE SUPERVISORS

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PAYGRADE	PERCENT SUPERVISING
0-1	36
0-2	36
0-3	42
0-4	59
0-5	75
0-6	91

TABLE 5

PERCENTAGE OF RESPONDENTS IN EACH PAYGRADE ASSIGNED AT VARIOUS ORGANIZATIONAL LEVELS

PAYGRADE	PERCENT ASSIGNED AT SQUADRON LEVEL OR BELOW	PERCENT ASSIGNED AT MAJCOM LEVEL OR ABOVE
0-1	66	8
0-2	67	6
0-3	50	17
0-4	30	34
0-5	24	36
0-6	9	41

TABLE 6

PERCENTAGE OF TOTAL JOB TIME SPENT ON LEADERSHIP, MANAGEMENT,
AND COMMUNICATIVE TASKS BY EACH PAYGRADE

PAYGRADE	PERCENTAGE OF TOTAL JOB TIME
0-1	60
0-2	56
0-3	63
0-4	73
0-5	76
0-6	83

#### ANALYSIS OF DIFFERENCES IN TASKS PERFORMED BY VARIOUS UTILIZATION FIELDS WITHIN SINGLE PAYGRADES

The paygrade specific task data provided in the preceding section of this report is most helpful in curriculum decisionmaking when there is a great degree of homogeneity among the tasks performed by members of a paygrade. However, if a large disparity in task performance exists, then a paygrade based curriculum may not meet some of the specific needs of the student population. To determine if differences exist in the leadership, management, and communicative tasks performed by officers in a single paygrade, an analysis was made of the task responses of various utilization fields in paygrades 0-3, 0-4, and 0-6. For each task in the job inventory, the percentage of respondents in each utilization field of a single paygrade who perform that task was determined. Then these utilization field percentages on each task were compared to the percent members performing average for the Table 7 shows the percent of O-4s performing several entire paygrade. tasks, and it illustrates the manner in which the responses from two utilization fields may differ from the paygrade average. For most utilization fields the percentage of respondents performing a specific task is usually closer to the paygrade average than these examples. However, on at least a third of the tasks in the inventory, there are ten or more utilization fields where the percentage of respondents performing one of those tasks differ from the paygrade average by at least 20 points.

Another method used to analyze these data was to compare, for each utilization field in a paygrade, the total number of tasks performed by at least 30 percent of that field's respondents. Tables 8 through 10 list the utilization fields in paygrades 0-3, 0-4, and 0-6 that have the greatest and least number of tasks performed by at least 30 percent of the survey respondents in that group. In many cases these totals are quite different from the number of tasks performed by at least 30 percent of the entire paygrade.

It seems evident from this analysis that the involvement in leadership, management, and communicative tasks varies from utilization field to utilization field. The disparities are greater among the 0-3 and 0-4 respondents and decline among the 0-6 respondents. Nevertheless, these differences indicate that officers enrolled in a specific PME course may enter that course with a variety of different experiences as well as correspondingly different needs.

TABLE 7

EXAMPLE OF DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN ALL 0-4 RESPONDENTS AND TWO 0-4 UTILIZATION FIELD GROUPS

PERCENT OF 0-4s IN 27XX FIELD	28 17 16	29	29	14	17	24
PERCENT OF 0-4s IN 40XX FIELD	60 71 76	71	09	53	09 09	80
PERCENT OF ALL 0-4s	42 42 41	87	97	35	42 35	90
TASKS	DESIGN OR DEVELOP REPORTING DEVICES, SUCH AS FORMS, STATUS BOARDS, OR CHARTS DRAFT OR WRITE AIRMAN PERFORMANCE REPORTS (APR) DRAFT OR WRITE RESPONSES TO INSPECTION REPORTS OR AUDIT REPORTS	COUNSEL OR ADVISE MILITARY PERSONNEL ON FAILURE TO MAINTAIN PROFESSIONAL STANDARDS, SUCH AS APPEARANC": STANDARDS	DEFINE OR EXPLAIN STANDARDS, SUCH AS APPEARANCE, JOB PERFORMANCE, OR BEHAVIOR STANDARDS, EXPECTED OF SUBORDINATES	COORDINATE WITH OR REFER PERSONNEL TO OTHER AGENCIES TO HELP RESOLVE SUBORDINATES! PROBLEMS	EVALUATE INSPECTION OR INVESTIGATION RESULTS FSTABITSH PROCEDURES FOR REVIEWING OR ROUTING INFORMATION	REVIEW, EDIT, APPROVE, OR DISAPPROVE DIRECTIVES, SUCH AS REGULATIONS, ORDERS, OR POLICY LETTERS

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### UTILIZATION FIELDS IN 0-3 PAYGRADE SAMPLE REPORTING EITHER THE GREATEST OR LEAST NUMBER OF TASKS PERFORMED BY 30 PERCENT OR MORE OF THE GROUP MEMBERS

UTILIZATION FIELDS WITH GREATEST NUMBER OF	NUMBER
TASKS PERFORMED BY AT LEAST 30% OF FIELD	OF TASKS
05XX DISASTER PREPAREDNESS	252
64XX SUPPLY MANAGEMENT	246
16XX AIR TRAFFIC CONTROL	245
73XX PERSONNEL	241
81XX SECURITY POLICE	241
62XX SERVICES	231
79XX PUBLIC AFFAIRS	224
90XX HEALTH SERVICES MANAGEMENT	221
60XX TRANSPORTATION	216
40XX AIRCRAFT MAINTENANCE AND MUNITIONS	201
NUMBER OF TASKS PERFORMED BY AT LEAST	
30% OF ALL 0-3 RESPONDENTS	127
UTILIZATION FIELDS WITH LEAST NUMBER OF	
TASKS PERFORMED BY AT LEAST 30% OF FIELD	
92XX BIOMEDICAL SCIENCE	99
94XX PHYSICIAN	59
95XX PHYSICIAN	59
93XX PHYSICIAN	51
QRYY TIRNTAT.	51

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# UTILIZATION FIELDS IN 0-4 PAYGRADE SAMPLE REPORTING EITHER THE GREATEST OR LEAST NUMBER OF TASKS PERFORMED BY 30 PERCENT OR MORE OF THE GROUP MEMBERS

UTILIZATION FIELDS WITH GREATEST NUMBER	NUMBER OF TACKS
OF TASKS PERFORMED BY AT LEAST 30% OF FIELD	OF TASKS
62XX SERVICES	273
23XX AUDIOVISUAL	266
81XX SECURITY POLICE	249
	— . <del>-</del>
65XX ACQUISITION CONTRACTING/MANUFACTURING	245
82XX SPECIAL INVESTIGATIONS	244
16XX AIR TRAFFIC CONTROL	242
73XX PERSONNEL	240
64XX SUPPLY MANAGEMENT	226
NUMBER OF TASKS PERFORMED BY AT LEAST 30% OF ALL 0-4 RESPONDENTS	164
UTILIZATION FIELDS WITH LEAST NUMBER OF	
TASKS PERFORMED BY AT LEAST 30% OF FIELD	
97XX NURSE	127
95XX PHYSICIAN	89
98XX DENTAL	79
93XX PHYSICIAN	42
92XX RIOMEDICAL SCIENCE	36
MAXA BEDEBUILAL SULENUE	30

# UTILIZATION FIELDS IN 0-6 PAYGRADE SAMPLE REPORTING EITHER THE GREATEST OR LEAST NUMBER OF TASKS PERFORMED BY 30 PERCENT OR MORE OF THE GROUP MEMBERS

UTILI	ZATION FIELDS WITH GREATEST NUMBER OF	NUMBER	ł
TASKS	PERFORMED BY AT LEAST 30 PERCENT OF FIELD	OF TAS	<u>sks</u>
60XX	TRANSPORTATION	269	)
55XX	CIVIL ENGINEERING	264	+
30XX	COMMUNICATIONS/ELECTRONICS	258	3
	R OF TASKS PERFORMED BY AT LEAST PERCENT OF ALL 0-6 RESPONDENTS	240	)
UTILI	ZATION FIELDS WITH LEAST NUMBER OF		
TASKS	PERFORMED BY AT LEAST 30 PERCENT OF FIELD		
14XX	PILOT (AIR OPERATIONS)	21	0
70XX	ADMINISTRATION	20:	3
79XX	PUBLIC AFFAIRS	20	0
95XX	PHYSICIAN	18	8
22XX	NAVIGATOR	18	7
94XX	PHYSICIAN	17	8
02XX	INTERNATIONAL POLITICO-MILITARY AFFAIRS	150	6

### COMPARISON OF LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASK INVOLVEMENT AMONG MAJOR UTILIZATION FIELD AREAS

It seems obvious from the analysis of individual utilization fields that officers in the same paygrade can have very different types of involvement with leadership, management, and communicative tasks, depending upon their technical specialty. And although it may not be feasible for PME courses to address the specific needs of members of each utilization field, curriculum personnel may be better able to deal with the differences among broader, more compatible groups of utilization fields. To facilitate a broader analysis of these differences then, data from the numerous officer utilization fields were combined into the following four major types of utilization fields: rated fields, scientific/technical fields, support fields, and medical fields (see Appendix C for individual utilization fields comprising each type). Comparisons of percent members performing data from each of these types of utilization fields within each paygrade revealed the following:

- a. There is a great difference in leadership, management, and communicative task involvement among the four utilization field types at the 0-1/0-2 paygrade level. As shown in Tables 11 and 12, rated lieutenants reported much less involvement with these tasks than did lieutenants in the other three areas, and lieutenants in support fields reported much greater involvement than did lieutenants in the other three areas. Table 13 illustrates some of the differences in task performance between lieutenants in rated and support areas.
- b. At the 0-3 level the leadership, management, and communicative task involvement of officers in the scientific/technical fields has increased so much that it now nearly equals that of the support field respondents. And although the involvement of rated respondents increases to the point where it is more similar to the involvement of respondents from medical fields, there is still a great difference between the tasks performed by members of these two areas and the tasks performed within the scientific/technical fields or the support fields (Table 14).
- c. Among 0-4 respondents, rated officer involvement in leadership, management, and communicative tasks has increased to the point where it more closely compares to the involvement of respondents from the scientific/technical fields and the support fields. Major disparities remaining seem to center around tasks involving either planning or civilian personnel supervision and management (Table 15). The task involvement of respondents in medical utilization fields remains much smaller than the involvement of respondents from any of the other types of utilization fields. As is illustrated in Table 16, a good deal of this difference is found among tasks related to communication, controlling, or planning.
- d. Although the leadership, management, and communicative task involvement of all four types of utilization fields increases among 0-5 respondents, the relative differences among the various types remain similar to the differences found among the 0-4 respondents. The only major change seems to be based on a relatively large increase in the percentage of 0-5s in scientific/technical fields who perform tasks related to management and supervision of civilian personnel.

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e. At the 0-6 level, respondents in rated fields, scientific/technical fields, and support fields report approximately the same extent of involvement in leadership, management, and communicative tasks. Although the involvement of respondents in medical fields increases considerably at the 0-6 level, there is still some disparity in the percentage of members performing certain tasks, especially those tasks related primarily to communication and controlling (Table 17).

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TABLE 11

COMPARISON OF PERCENT OF TOTAL JOB TIME SPENT ON LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASKS BY MEMBERS OF FOUR TYPES OF UTILIZATION FIELDS IN EACH PAYGRADE, 0-1 THROUGH 0-6

		PERCENT OF	TOTAL JOB	
PAYGRADES	RATED FIELDS	SCI/TECH FIELDS	SUPPORT FIELDS	MEDICAL FIELDS
0-1/0-2	42	59	72	46
0-3	51	74	75	42
0-4	65	80	78	43
0-5	71	85	81	48
0-6	82	91	85	59

TABLE 12

COMPARISON OF THE NUMBER OF TASKS PERFORMED BY AT LEAST 30 PERCENT OF THE RESPONDENTS IN FOUR TYPES OF UTILIZATION FIELDS IN EACH PAYGRADE, 0-1 THROUGH 0-6

The company of the control of the co

		NUMBER OF TASKS						
PAYGRADES	RATED FIELDS	SCI/TECH FIELDS	SUPPORT FIELDS	MEDICAL FIELDS				
0-1/0-2	26	79	134	65				
0-3	84	146	168	90				
0-4	155	190	200	75				
0-5	196	238	217	130				
0-6	240	247	232	216				

TABLE 13

TASKS EXEMPLIFYING DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN LIEUTENANTS IN RATED FIELDS

TASKS		SUPPORT PERCENT PERFORMING	rated Percent Performing	PERCENTAGE DIFFERENCE
B76				
		09	6	51
A17	DRAFT OR WRITE AIRMAN PERKURMANCE REPORTS (APR) OR SUGGESTED	c C	c	07
A25	DRAFF OR WRITE TENTERS IN MILITARY FORMATI	رن در م	27.5	ς α 3 · 3
K245	MONITOR, OBSERVE, OR CHECK ON THOSE SUBORDINATE IN RANK OR POSITION	3	;	?
!		9	17	47
٧٧	COORDINATE COMMUNICATIONS, SUCH AS CORRESPONDENCE OR STUDIES, WITH		•	
	OTHER INDIVIDUALS, SECTIONS, OR ORGANIZATIONS	65	28	47
K237	Delegate authority to personnel for task accomplishment	56	10	91)
£134	LISTEN TO OR ACT AS SOUNDING BOARD FOR UNSOLICITED IDEAS FROM		•	
		58	14	77
-6: -6:				
	23	58	15	43
H185	EVALUATE MILITARY PERSONNEL ON FACTORS SUCH AS JOH PERFORMANCE OR	ì	;	
	PROFESSIONAL, QUALITIES	54	=	43
E131	COORDINATE WITH OR REFER PERSONNEL TO OTHER AGENCIES TO HELP RESOLVE	;		
407.0	SUBORDINATES PROBLEMS	67	_	25
C#24	ACCOMPLISH TABKS	53	13	07
777	PARTICIPATE AS A MEMBER OF CONFERENCES, COMMITTEE MEETINGS, PANELS,			
	ROUPS	55	15	40
B79	COUNSEL OR ADVISE PERSONNEL ON PERSONAL PROBLEMS, SUCH AS FINANCIAL	77	ď	30
72V	DRAW, OK LEGING INSTIBUTA CORRECTIONNENCE CITCH AS MEMOBANDA OR TELE	ţ	3	e e
	REPORTS	57	19	38
L291	REVIEW, EDIT, APPROVE, OR DISAPPROVE OUTGOING CORRESPONDENCE, SUCH AS	· •		i
	Letters, memoralida, or reports	42	4	38

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TABLE 14

TASKS EXEMPLIFYING DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN CAPTAINS IN RATED FIELDS

9763 AT		SUPPORT PERCENT PERFORMING	RATED PERCENT PERFCRMING	PERCENTAGE DIFFERENCE
INOINO				
1.258	COMPILE AND ORGANIZE INFORMATION TO FACILITATE DECISIONMAKING OF			
	OTHERS	65	23	42
1262	DETERMINE OR REEVALUATE THE NEED FOR PLANS, PROGRAMS, OR ACTIVITIES	58	18	07
1261	COORDINATE ONGOING ACTIVITIES OR EVENTS WITH OTHER INDIVIDUALS,		,	ć
	SECTIONS, OR ORGANIZATIONS	70	31	39
L291	REVIEW, EDIT, APPROVE, OR DISAPPROVE OUTGOING CORRESPONDENCE, SUCH	Ç I	Ç	ć
		28	19	39
A16	DRAFT OR WRITE ADVOCACY PAPERS, SUCH AS POSITION, DECISION, OR POLICY	1	,	o c
	PAPERS	20	12	38
A17	DRAFT OR WRITE AIRMAN PERFORMANCE REPORTS (APR) OR SUGGESTED	1	,	ŗ
	INDORSEMENTS	55	81	3/
3213	DETERMINE RESOURCES, SUCH AS FUNDS, FACILITIES, PERSONNEL, CR		•	ì
	EQUIPMENT REQUIRED FOR CURRENT ACTIVITIES	52	16	36
L282	REVIEW SUSPENSES	84	13	35
A22	DRAFT OR WRITE INFORMATIONAL PAPERS, SUCH AS BACKGROUND OF TALKING			;
	PAPERS	59	25	34
A49	PLAN OR ARRANGE CONFERENCES, COMMITTEE MEETINGS, PANELS, COUNCILS,	i	•	ć
	OR AD HOC WORKING GROUPS	52	19	33
3221	ESTIMATE OR ASSESS IMPACT ON OWN UNIT OR SECTION OF PLANS OR PROJECTS	1.	r	cc
		<del>.</del>	77	35
L287	REVIEW, EDIT, APPROVE, OR DISAPPROVE DIRECTIVES, SUCH AS REGULATIONS,	07	17	21
	ORDERS, OR POLICY LETTERS	o c	7 6	300
<b>J</b> 228	SET OR ADJUST GOALS OR OBJECTIVES FOR CURRENT ACTIVITIES	75	77	OC C
<b>⊰</b> ¢	+c +c +c +c +c +c	નું <b>ર</b>	નેલ	<b>-</b> ∤¢
F138	¥	71	67	-29
	WRITIEN TESTS	<b>†</b>	?	ì
F142	ATTEND SCHEDULED TRAINING SESSIONS TO MAINTAIN JOB FROFICIENCY ON KNOWLEDGE	75	78	-36

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TABLE 15

TASKS EXEMPLIFYING DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN MAJORS IN SCIENTIFIC/TECHNICAL FIELDS AND MAJORS IN RATED FIELDS

TASKS		SCI/TECH PERCENT PERFORMING	RATED PERCENT PERFORMING	PERCENTAGE DIFFERENCE
<b>J216</b>	ESTABLISH OR ADJUST MILESTONES OR SUSPENSES FOR FUTURE OR LONG-TERM ACTIVITIES	9	76	77
3228	SET OR ADJUST GOALS OR OBJECTIVES FOR CURRENT ACTIVITIES	77	36	38 1
J229 J212	SET OR ADJUST GOALS OR OBJECTIVES FOR FUTURE OR LONG-TERM ACTIVITIES DETERMINE RESOURCES, SUCH AS FUNDS, FACILITIES, PERSONNEL, OR	62	25	37
	EQUIPMENT REQUIRED FOR FUTURE OR LONG-TERM ACTIVITIES	72	35	37
H193	EVALUATE USE OF FUNDS	53	19	34
H180	EVALUATE CIVILIAN PERSONNEL ON FACTORS SUCH AS JOB PERFORMANCE OR		•	Š
	PROFESSIONAL QUALITIES	43	6	34
H181	EVALUATE CONTRACTOR SERVICES OR PERFORMANCE	43	11	32
<b>M</b> 296	PREPARE BUDGET ESTIMATES OR REQUESTS	20	19	31
A11	DEVELOP, REVISE, OR DRAFT CIVILIAN JOB DESCRIPTIONS	45	15	30
6169	INTERVIEW CIVILIAN PERSONNEL FOR HIRING	35	9	29
A37	DRAFT OR WRITE STAFF SUMMARIES OR EXECUTIVE SUMMARIES	54	26	28
L286	REVIEW, APPROVE, OR DISAPPROVE REQUESTS FOR GOODS OR SERVICES	38	11	27
D116	INITIATE RECOMMENDATIONS FOR CIVILIAN PERFORMANCE AWARDS	36	10	26
AZU	DRAFT OR WRITE CIVILIAN PERFORMANCE APPRAISALS OR REPORTS	39	14	25
*	** ** * * * *	ને¢ ને¢	ч¢	-}<
F156	EVALUATE PROGRESS OF TRAINEES ATTEND SCHEDILED TRAINING SESSIONS TO MAINTAIN TOR DEOFICIENCY OF	15	41	-26
!	KNOWLEDGE	28	28	-30

TABLE 16

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TASKS EXEMPLIFYING DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN MAJORS IN SCIENTIFIC/TECHNICAL FIELDS AND MAJORS IN MEDICAL FIELDS

TASKS										SCI/TECH PERCENT PERFORMING	MEDICAL PERCENT PERFORMING	PERCENTAGE DIFFERENCE
J215 A24	ESTABLISH OR ADJUST MILESTONES OR SUSPENSES FOR DRAFT OR WRITE INTERNAL CORRESPONDENCE, SUCH AS	I OR ADJU WRITE IN	JST MILE ITERNAL	STONES C	OR SUSPENSES FOR PONDENCE, SUCH AS	ISES FOR SUCH AS		CURRENT ACTIVITIES MEMORANDA OR TRIP	Sign	85	10	75
A50 A7	PRACTICE OR DELIVER FORMAL BRIEFINGS CCORDINATE COMMUNICATIONS, SUCH AS CORRESPONDENCE OR STUDIES,	OR DELIVE COMMUN	JER FOR	TAL BRIEFIS, SUCK	TINGS AS CORRE	SPONDENC	E OR ST	JDIES, WITH	岜	97	3 3 3	71 69 ,
A25	DRAFT OR WRITE LETTERS IN MILL PETABLISH OF ADVICE	WRITE LE	TTERS I		IK OKGANIZA [ARY FORMAT OP SHEDENS	AIIONS VI	, adimina	OK OKGANIZAIIONS ORY FORMAT OB SHEDENSES FOR THIMIDE OR IONG-TERM	Ma	96 96	33	63 63
270	ACTIVITIES	ES ES	m 711 100		17 1000 V	NOT CTC	TO TO T	TI - DWOTT NO	IN.	69	80	61
1292	SCREEN INCOMING CORRESPONDENCE	ICOMING C	CORRESPO		TO DETERMINE APPROPRIATE ROUTING	FERMINE APPRO	ROPRIATE	ROUTING		65	ĸς	60
A22	DRAFT OR WRITE INFORMATIONAL PA	WRITE IN	TEORINA'I			rnorozai H AS BAC	CKGROUND	SUCH AS BACKGROUND OR TALKING	4G	, ,	> (	ה כל י
L291	REVIEW, EDIT, APPROVE, OR DISAPPROVE OUTGOING CORRESPONDENCE,	DIT, APP	ROVE, C	R DISAPP	ROVE OUT	GOING CO	ORRESPON	DENCE, SUG	SUCH AS	9/	18	28
J213	LETTERS, MEMORANDA, DETERMINE RESOURCES.	LETTERS, MEMORANDA, OR REPORTS ETERMINE RESOURCES. SUCH AS FU	VDA, OR Xes. Suc	OR REPORTS SUCH AS FUN	S NDS. FACILITIES. PERSONNEL.	LITIES.	PERSONN	EL. OR		70	13	57
	EQUIPMEN	T REQUIR	WED FOR	EQUIPMENT REQUIRED FOR CURRENT	ACTIVITIES	ES.		•		80	23	57
<b>J228</b>	SET OR ADJUST GOALS OR OBJECTIVES FOR CURRENT ACTIVITIES	JUST GOA	ALS OR C	DBJECTIVE	S FOR CL	JRRENT A	CTIVITIES	ζ.		77	23	54
1258	COMPILE AND ORGANIZE INFORMATION TO FACILITATE DECISIONMAKING OF	AND ORGAN	VIZE INE	FORMATION OF LIT	TO FAC	LITATE I	DECISION	ON TO FACILITATE DECISIONMAKING OF OTHERS	OTHERS	74	21	53
1170	SUPPORT.	OR TO P	ASS INF	SUPPORT, OR TO PASS INFORMATION	in other	(d) 01 c)	NOO NITHI	CONTRACE,		84	31	53
A37	DRAFT OR WRITE STAFF SUMMARIES	WRITE ST	CAFF SUR		OR EXECUTIVE SUMMARIES	LIVE SUM	ARIES			54	, m c	51
<b>H</b> 305	PROVIDE INPUTS TO BUDGET ESTIMA	OF SIDEN	) BUDGET	r estimai	VIES OR REQUESTS	QUESTS				28	×	20
-}¢	નઃ	નંદ	⊰¢	⊰¢	*	નેલ	<b>3</b> '¢	ને¢	નું¢	નc નc	-}¢	-}c
A51	PRACTICE OR DELIVER LECTURES	OR DELIV	ÆR LECI	TURES						11	62	-51

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TABLE 17

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TASKS EXEMPLIFYING DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN COLONELS IN SUPPORT FIELDS AND COLONELS IN MEDICAL FIELDS

TASKS	S di	SUPPORT PERCENT PERFORMING	MEDICAL PERCENT PERFORMING	PERCENTAGE DIFFERENCE
L290	REVIEW, EDIT, APPROVE, OR DISAPPROVE ORAL PRESENTATIONS, SUCH AS SPEECHES OR BRIEFINGS	82	25	57
L288	REVIEW, EDIT, APPROVE, OR DISAPPROVE DOCUMENTS, SUCH AS STAFF SUMMARIES OR BACKGROUND PAPERS	87	3 13	26
L280	REVIEW OR CERTIFY TIME ACCOUNTING FORMS OR CARDS	89	17	51
A50	PRACTICE OR DELIVER FORMAL BRIEFINGS	77	31	95
A22	DRAFT OR WRITE INFORMATIONAL PAPERS, SUCH AS BACKGROUND OR TALKING PAPERS	92	33.	71
K233	ALLOCATE, REALLOCATE, OR DISTRIBUTE FUNDS	09	23	37
L283	REVIEW, APPROVE, OR DISAPPROVE PERSONNEL ACTIONS, SUCH AS CLASSIFICATION, ASSIGNMENT. OR SELECTION	69	25	37
L275	MONITOR OR CONTROL CIVILIAN OVERTIME POLICY	£ <b>7</b>	2	37
) : !		?	>	ñ
*	* * * * * * * * *	* *	નું¢	-}¢
683	COMPILE DOCUMENTATION TO SUPPORT POSSIBLE ADMINISTRATIVE OR DISCIPLINARY	ò	Ċ	ć
F144	ACTIONS ATTEND SCHEDILED TRAINING SESSIONS TO HERBADE TOR DEORICIENCY OR	97	28	-37
	LEARN NEW SKILLS	19	52	-33
F142	ATTEND SCHEDULED TRAINING SESSIONS TO MAINTAIN JOB PROFICIENCY OR KNOWTENGE	25	7	38
F141	ATTEND EDUCATIONAL PROGRAMS OR PROFESSIONAL DEVELOPMENT COURSES	7	3	2
! !		35	81	97-

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#### TASK DIFFICULTY RATINGS

In the process of using occupational survey data to make curriculum decisions, a knowledge of the relative difficulty of the tasks performed by respondents can often be helpful. As discussed earlier in this study, task difficulty was defined as "the length of time it takes an average incumbent to learn to do a task" and was rated on a nine-point scale from extremely low difficulty to extremely high difficulty. These ratings can be used to help determine the method of instruction, number of course hours devoted to a subject, or even, for tasks of extremely low difficulty, whether any formal instruction is necessary at all.

The relative difficulty of each task in the inventory of leadership, management, and communicative tasks is based on the ratings of 60 experienced 0-6s assigned worldwide. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty among the tasks in this job inventory and were adjusted to have an average difficulty of 5.0. Tasks rated 6.0 or above are considered to be the more difficult tasks in this inventory and those tasks rated below 4.0 are considered to be the less difficult. The interrater reliability coefficient computed on these ratings was very high (.96) and indicates that the raters were in substantial agreement about the relative difficulty of the tasks.

Table 18 lists the 25 tasks from the inventory that received the highest difficulty ratings. Of the 25 top rated tasks, 18 are directly related to communicative skills or long-range planning. For a majority of those tasks, less than 30 percent of any paygrade report performing them.

Table 19 lists the 25 lowest-rated tasks, and unlike the highest-rated tasks, a majority of these tasks are performed by at least 30 percent of the officers in paygrades 0-l through 0-6. Most of these tasks involve handling correspondence or directives, participating in meetings or conferences, maintaining files or records, attending training sessions, and providing feedback to subordinates.

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# TABLE 18 TASKS RATED MOST DIFFICULT

TASKS		IMON DIFFICUL
A21	DRAFT OR WRITE FORMAL JOINT CHIEFS OF STAFF PAPERS DRAFT OR WRITE TESTIMONY FOR GOVERNMENTAL PROCEEDINGS, SUCH AS CONGRESSIONAL OR PRESIDENTIAL COMMISSION HEARINGS ASSEMBLE BACKUP MATERIAL FOR GOVERNMENTAL PROCEEDINGS, SUCH AS CONGRESSIONAL OR PRESIDENTIAL COMMISSION HEARINGS CHAIR OR PRESIDENTIAL COMMISSION HEARINGS	8.19
A38	DRAFT OR WRITE TESTIMONY FOR GOVERNMENTAL PROCEEDINGS, SUCH AS	
	CONGRESSIONAL OR PRESIDENTIAL COMMISSION HEARINGS	8.16
A1	ASSEMBLE BACKUP MATERIAL FOR GOVERNMENTAL PROCEEDINGS, SUCH AS	
	CONGRESSIONAL OR PRESIDENTIAL COMMISSION HEARINGS	7.59
A3	CHAIR OR PRESIDE OVER INVESTIGATIVE OR TECHNICAL BOARDS, SUCH AS	
	MICHAD OD ACCIDENT INVESTICATIONS	7 54
A71	WRITE TECHNICAL OR RESEARCH REPORTS	7.41
86A	WRITE ARTICLES FOR PROFESSIONAL PUBLICATIONS, SUCH AS BOOKS OR	
	JOURNALS	7.33
A16	WRITE TECHNICAL OR RESEARCH REPORTS WRITE ARTICLES FOR PROFESSIONAL PUBLICATIONS, SUCH AS BOOKS OR JOURNALS DRAFT OR WRITE ADVOCACY PAPERS, SUCH AS POSITION, DECISION, OR	
	POLICY PAPERS	7.32
J212	DETERMINE RESOURCES, SUCH AS FUNDS, FACILITIES, PERSONNEL, OR	
	EQUIPMENT REQUIRED, FOR FUTURE OR LONG-TERM ACTIVITIES	7.01
A29	DRAFT OR WRITE ADVOCACY PAPERS, SUCH AS POSITION, DECISION, OR POLICY PAPERS DETERMINE RESOURCES, SUCH AS FUNDS, FACILITIES, PERSONNEL, OR EQUIPMENT REQUIRED, FOR FUTURE OR LONG-TERM ACTIVITIES DRAFT OR WRITE PLANS, EXERCISES, OR MOVEMENT PLANS	6.85
C105	REVIEW, APPROVE, OR MITIGATE COURT-MARTIAL ACTIONS	0.61
J210	COMPILE OR FORMULATE ALTERNATIVE METHODS OR PROCEDURES TO BE USED	
	IN FUTURE OR LONG-TERM ACTIVITIES	6.72
I197	CONDUCT FORMAL INVESTIGATIONS, SUCH AS ACCIDENT, INCIDENT, OR	
	REPORTS OF SURVEY	6.67
I199	CONDUCT INVESTIGATIONS IN RESPONSE TO CONGRESSIONAL OR PRESIDENTIAL	
	INQVIRIES	6.61
A35	DRAFT OR WRITE SPEECHES	6.53
A36	DRAFT OR WRITE SPEECHES DRAFT OR WRITE STAFF STUDIES USING FORMAL STAFF STUDY FORMAT DESIGN OR DEVELOP FORMATS OF COMPUTERIZED PRODUCTS	6.53
A8	DESIGN OR DEVELOP FORMATS OF COMPUTERIZED PRODUCTS	6.50
A63	RESPOND OR DRAFT REPLIES TO OFFICIAL HIGH-LEVEL INQUIRIL, SUCH AS	
	CONGRESSIONAL OR PRESIDENTIAL INQUIRIES	6.49
J219	ESTABLISH PLANS TO MEET EMERGENCY OR UNFORESEEN SITUATIONS	6.47
K244	ISSUE DIRECT ORDERS TO THOSE SUPERIOR IN RANK OR POSITION TO	
	ACCOMPLISH TASKS	6.47
	DEVELOP TRAINING PROGRAMS	6.38
A2	CHAIR OR LEAD CONFERENCES, COMMITTEE MEETINGS : 1/4LS, COUNCILS,	
	OR AD HOC WORKING GROUPS	6.35
E130	ANALYZE SUBORDINATES' PERSONAL PROBLEMS	6.35
J223	IDENTIFY TASKS NECESSARY TO ACCOMPLISH OBJECTIVES FOR FUTURE OR	
	LONG-TERM ACTIVITIES	6.31
A33		3
	OF SAFETY, SECURITY, OR OTHER INCIDENTS	6.27
A 7 5 /.	FORADITOR TRAINING DEDECOMANCE STANDARDS OF CRITERIA	6 26

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#### TASKS RATED LEAST DIFFICULT

TASKS		TASK DIFFICULTY
A44	PARTICIPATE AS A MEMBER OF CONFERENCES, COMMITTEE MEETINGS, PANELS,	
•••	COUNCILS, OR AD HOC WORKING GROUPS	3.52
L292	SCREEN INCOMING CORRESPONDENCE TO DETERMINE APPROPRIATE ROUTING	3.51
	PARTICIPATE IN MILITARY FORMATIONS, SUCH AS PARADES, RETREATS, OR	
	INSPECTIONS	3.50
L269	MAINTAIN OFFICIAL ADMINISTRATIVE FILES OR RECORDS	3.38
F142	ATTEND SCHEDULED TRAINING SESSIONS TO MAINTAIN JOB PROFICIENCY OR	
		3.38
D124	PROVIDE SECTION OR UNIT WITH INFORMAL POSITIVE FEEDBACK	3.33
D129	WRITE OR ENDORSE LETTERS OR MEMOS RECOGNIZING ACCOMPLISHMENTS OR	
	PERFORMANCE	3.27
D122	PROVIDE INDIVIDUALS WITH INFORMAL POSITIVE FEEDBACK ON JOB	
	PERFORMANCE OR ACCOMPLISHMENTS	3.27
L272	MAINTAIN WORKING FILES OR RECORDS	3.26
A59	READ DIRECTIVE PUBLICATIONS, SUCH AS OPERATING INSTRUCTIONS,	
	REGULATIONS, TECHNICAL ORDERS, OR CHECKLISTS	3.25
A26	DRAFT OR WRITE LETTERS IN NONMILITARY FORMAT	3.25
L293	KNOWLEDGE PROVIDE SECTION OR UNIT WITH INFORMAL POSITIVE FEEDBACK WRITE OR ENDORSE LETTERS OR MEMOS RECOGNIZING ACCOMPLISHMENTS OR PERFORMANCE PROVIDE INDIVIDUALS WITH INFORMAL POSITIVE FEEDBACK ON JOB PERFORMANCE OR ACCOMPLISHMENTS MAINTAIN WORKING FILES OR RECORDS READ DIRECTIVE PUBLICATIONS, SUCH AS OPERATING INSTRUCTIONS, REGULATIONS, TECHNICAL ORDERS, OR CHECKLISTS DRAFT OR WRITE LETTERS IN NONMILITARY FORMAT SET UP OR IMPLEMENT RECALL PROCEDURES SCHEDULE UNIT ACTIVITIES, SUCH AS COMMANDER'S CALL, MOBILITY	3.24
J225	SCHEDULE UNIT ACTIVITIES, SUCH AS COMMANDER'S CALL, MOBILITY	
	EXERCISES, OR SOCIAL EVENTS	3.23
L280	REVIEW OR CERTIFY TIME ACCOUNTING FORMS OR CARDS	3.22
F144	ATTEND SCHEDULED TRAINING SESSIONS TO UPGRADE JOB PROFICIENCY OR	
	LEARN NEW SKILLS	3.20
L282	REVIEW SUSPENSES	3.14
F138	ADMINISTER OR SCORE TRAINING EVALUATIONS, SUCH AS PERFORMANCE OR	
	WRITTEN TESTS	3.07
I203	INSPECT BARRACKS (DORMITORIES)	3.04
	MAKE INFORMAL VISIBILITY VISITS TO SUBORDINATE UNITS OR SECTIONS	
	FOR MOTIVATIONAL PURPOSES	3.02
D119	PARTICIPATE IN OR ATTEND MORALE-BUILDING ACTIVITIES, SUCH AS SOCIAL,	
	RECREATIONAL, OR ORIENTATION PROGRAMS	2.94
A60	READ INCOMING OR OUTGOING CORRESPONDENCE, SUCH AS LETTERS, MEMOS,	
	REPORTS, OR MESSAGES	2.80
A48	PARTICIPATE IN UNIT OR SECTION STAFF MEETINGS	2.78
F143	ATTEND SCHEDULED TRAINING SESSIONS TO MEET GENERAL MILITARY	
	REQUIREMENTS, SUCH AS OPSEC OR HUMAN RELATIONS TRAINING	2.72
A43	LOCATE APPROPRIATE DIRECTIVE PUBLICATIONS, SUCH AS REGULATIONS OR	
	MANUALS	2.67
D128	TAKE ACTIONS TO MAINTAIN OWN APPEARANCE STANDARDS, SUCH AS KEEPING	
	PHYSICALLY FIT OR GETTING HAIRCUTS	2.58

#### RATINGS OF THE NEED FOR PME CURRICULUM TOPICS

In addition to the task performance data, PME curriculum developers may also find it helpful to review data based on the officer's assessment of their need for each of the curriculum topics in PME courses. As stated in the Introduction, a random sample of 3600 respondents reviewed a list of 247 general topics covering Officer PME curricula. They indicated, for each topic, the extent to which skill in, or knowledge of, that topic was necessary to perform their individual daily jobs. In addition, they also rated each topic as to the need for that topic in order to have an effective, professional career.

The analysis of these data was based primarily on a comparison of the average ratings for each topic and on a review of the distributions of those ratings. These comparisons were made within each paygrade, 0-1 through 0-6, and they led to the following conclusions:

- a. Among the various types of curriculum topic areas, topics related to communicative skills received the highest average ratings, while topics related to military employment and to the military environment and national security received the lowest ratings.
- b. For most of the topics the need on the job is perceived to be greater among higher ranking respondents.
- c. Officers perceived a greater need for the PME topics in order to have an effective professional career and less of a need for the topics in order to perform their daily jobs.

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d. For some topics, a distinct lack of agreement exists, within each paygrade, about the extent to which these topics are necessary.

When the list of 247 topics was originally created by PME personnel, it was divided into five major curriculum areas: Communicative Skills; General Command and Management; The Military Profession, Environment, and Management; The Military Environment/National Security; Military Employment. A comparison of the combined average ratings of the topics within each of these five areas (Tables 20 and 21) shows that topics in the communicative skills area received the highest average ratings from every paygrade group. Topics in the area of general command and management, and in the area of the military profession, environment, and management received the second and third highest ratings from every paygrade except 0-5s.

When comparing these average ratings of each topic area among the various paygrades, one also finds that, in general, "need on the job" ratings are higher among 0-4, 0-5, and 0-6 personnel than they are among 0-1, 0-2, and 0-3 personnel. In fact, although there are exceptions among individual topics, the general pattern seems to be one of similar average ratings among 0-1 and 0-2 respondents and slightly higher average ratings among 0-3 respondents, increasing with each paygrade to the highest average ratings among 0-6s. This overall pattern is quite similar to the pattern of increasing task involvement indicated by the task data reported in preceding sections.

As shown in Tables 20 and 21 and in Appendix D, the average ratings based on "need for an effective professional career" are almost always higher than the "need on the job ratings." However, the former's ratings do not conform as strictly to the latter's pattern of higher average ratings among higher paygrade groups. In fact, the least experienced group of respondents, the 0-1s, perceived many of these topics to be more necessary to a professional career than did the 0-4, 0-5, and even the 0-6 respondents.

Finally, any consideration of these average curriculum topic ratings must be tempered by the knowledge that considerable lack of agreement exists among raters within a single paygrade as to the need for individual topics. Some of this diversity in ratings is due to the fact that a majority of the respondents rated only the anchored points of the scale, resulting in more ratings at points 2, 5, and 8 in the scale. However, as is shown by the distribution of ratings for a sample topic in Table 22, a topic may have a large number of respondents rating it of substantial need or greater and have an equally large number of respondents indicating it is not needed at all. This lack of agreement is most likely related to actual differences in perception based on job experience; and, in fact, it seems to support the conclusion reached through earlier comparisons of task data: that officers within the same paygrade may have differing PME needs.

In using these PME topics data then, curriculum planners can be more confident in basing decisions on the relative positions of some topics within each paygrade. One could assume, for example, that topics with the highest average ratings, as listed in Appendix E, could receive substantial consideration for emphasis in the corresponding PME phases; and conversely, one could assume that some of the topics with the lowest average ratings could receive less emphasis. For the majority of the topics, however, consideration of the ratings should include an analysis of the distribution of the ratings among the various points on the scale.

TABLE 20

# COMPARISON OF AVERAGE MEAN NEED RATINGS OF TOPICS AMONG MAJOR PME CURRICULUM AREAS (BASED ON NEED FOR EACH TOPIC ON THE JOB)

		AVER	AGE M	EAN R	ATING	
MAJOR CURRICULUM TOPIC AREAS	0-1	0-2	0-3	0-4	0-5	0-6
COMMUNICATIVE SKILLS	3.8	3.7	3.9	4.6	4.7	5.3
GENERAL COMMAND AND MANAGEMENT	3.7	3.7	3.8	4.1	4.2	4.8
THE MILITARY PROFESSION, ENVIRONMENT, AND MANAGEMENT	3.3	3.1	3.1	3.2	3.5	4.3
MILITARY ENVIRONMENT/NATIONAL SECURITY	2.2	2.2	2.3	2.5	2.6	3.0
MILITARY EMPLOYMENT	2.2	2.2	2.3	2.5	2.6	3.0
		—				
AVERAGE MEAN RATING ALL TOPICS	2.9	2.8	2.9	3.2	3.3	3.8

TABLE 21

### COMPARISON OF AVERAGE MEAN NEED RATINGS OF TOPICS AMONG MAJOR CURRICULUM AREAS (BASED ON NEED FOR EACH TOPIC AS A PROFESSIONAL OFFICER)

		AVER	AGE M	EAN R	ATING	
MAJOR CURRICULUM TOPIC AREAS	0-1	0-2	0-3	0-4	0-5	0-6
COMMUNICATIVE SKILLS	5.3	5.0	5.0	5.3	5.3	5.8
GENERAL COMMAND AND MANAGEMENT	5.0	4.7	4.8	4.8	4.9	5.0
THE MILITARY PROFESSION, ENVIRONMENT,						
AND MANAGEMENT	4.5	4.3	4.4	4.4	4.3	4.7
MILITARY ENVIRONMENT/NATIONAL SECURITY	4.0	3.7	3.7	3.9	5.8	4.0
MILITARY EMPLOYMENT	۵.1	3.8	4.0	4.2	4.5	3.6
AVERAGE MEAN RATING ALL TOPICS	4.5	4.2	4.3	4.4	4.4	4.7

TABLE 22

### DISTRIBUTION OF 0-4 RESPONDENTS' "NEED ON THE JOB" RATINGS FOR A SAMPLE TOPIC ON WHICH THERE IS LACK OF AGREEMENT

		PERCENTAGE SELECTING EACH
D.A	TINO	RESPONSE FOR A TOPIC ON
KA	TING	NATIONAL SECURITY POLICY
1	NOT NEEDED	33
2	MINOR NEED	26
3		3
4		5
5	SUBSTANTIAL NEED	20
6		2
7		1
8	GREAT NEED	8
	NO RESPONSE	2

AVERAGE RATING = 3.04

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### PERCEPTIONS OF BENEFIT FROM PME COURSES

Included as part of the background items in the Job Inventory booklet was a series of questions designed to measure the benefit perceived by those who had completed each type of precommissioning or postcommissioning PME course. Using the following 7-point scale, respondents were asked to indicate the extent to which the instruction they had received in each type of PME course benefitted them in their performance as an Air Force officer:

- l. Not at all
- 2. To a very little extent
- 3. To a little extent
- 4. To a moderate extent
- 5. To a fairly large extent
- 6. To a great extent
- 7. To a very great extent

In the analysis of these responses, comparisons were made based on the percentage of people completing a PME course who indicated they had benefitted at least to a fairly large extent (responses 5, 6, or 7) from that course. These comparisons are displayed in Table 23 and seem to lead to three general observations. First, they show that PME resident courses received a much greater percentage of high benefit ratings than did either PME correspondence courses or seminar programs. (The two seminar programs compared received more high benefit ratings than the correspondence courses, but were still far short of the residence course ratings.)

Second, these comparisons indicate that the intermediate and senior service school programs generally received a greater percentage of high benefit ratings than did Squadron Officer School. This latter trend could be explained by the fact that a greater percentage of those respondents completing the intermediate and senior service schools are higher ranking officers, who are generally more involved with leadership, management, and communicative tasks. However, a comparison of the responses within each paygrade (Table 24) shows that the higher level courses are still perceived to have been of somewhat greater benefit than the SOS course.

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Finally, among the precommissioning programs, both the Officer Candidate School (OCS) and the Air Force Academy military training program received relatively high benefit ratings. It should be noted that, as OCS ceased operations in 1963 there are a relatively small number of OCS raters, all in the 0-5 or 0-6 paygrades. Once again, though, comparisons made among just the 0-5 and 0-6 respondents show consistently higher ratings for the OCS and Air Force Academy programs.

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TABLE 23

### PERCENTAGE OF THOSE COMPLETING A PME COURSE WHO INDICATED THE COURSE BENEFITTED THEM TO A FAIRLY LARGE EXTENT, A LARGE EXTENT, OR A VERY LARGE EXTENT

PME COURSES	RESIDENCE COURSE PERCENTAGES	CORRESPONDENCE COURSE PERCENTAGES	SEMINAR COURSE PERCENTAGES
AIR FORCE ACADEMY MILITARY TRAINING	64	NO COURSE	NO COURSE
OFFICER CANDIDATE SCHOOL (OCS)	79	NO COURSE	NO COURSE
OFFICER TRAINING SCHOOL (OTS)	48	NO COURSE	NO COURSE
RESERVE OFFICER TRAINING CORPS (ROTC)	45	NO COURSE	NO COURSE
SQUADRON OFFICER SCHOOL (SOS)	44	9	NO COURSE
AIR COMMAND AND STAFF COLLEGE (ACSC)	63	16	37
OTHER INTERMEDIATE SERVICE SCHOOLS	69	NO DATA	NO DATA
AIR WAR COLLEGE (AWC)	65	38	47
INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF)	68	25	NO DATA
OTHER SENIOR SERVICE SCHOOLS	74	NO DATA	NO DATA

TABLE 24

PAYGRADE COMPARISON OF THE PERCENTAGES OF THOSE COMPLETING
A PME COURSE WHO INDICATED THE COURSE BENEFITTED THEM TO A FAIRLY LARGE EXTENT,
A LARGE EXTENT, OR A VERY LARGE EXTENT

		PERC	ENT R	ESPON	DING	
PME COURSES	0-1	0-2	0-3	0-4	0-5	0-6
RESIDENT COURSES:						
AIR FORCE ACADEMY MILITARY TRAINING OFFICER CANDIDATE SCHOOL (OCS)	64	62	60	62 -	82 77	75 81
OFFICER TRAINING SCHOOL (OTS) RESERVE OFFICERS TRAINING CORPS (ROTC)	53 54	47 44	40 37	51 39	47 46	48
SQUADRON OFFICERS SCHOOL (SOS)	_	-	35	39	. 44	57
AIR COMMAND AND STAFF COLLEGE (ACSC) OTHER INTERMEDIATE SERVICE SCHOOLS	-	- -	- -	66 69	63 52	65 77
AIR WAR COLLEGE (AWC) INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF)	-	<u>-</u>	<u>-</u>	-	75	67 73
OTHER SENIOR SERVICE SCHOOLS	-	-	-	-	-	77
CORRESPONDENCE COURSES:						
SOS ACSC	-	15	8 21	7 13	7 7	11 22
AWC ICAF	-	<b>-</b>	-	39 25	39 19	38 34
SEMINAR COURSES:	-	_	_	ک	19	J <del>-4</del>
ACSC	_	_	29	31	44	36
AVC	-	-		-	43	53

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### DISCUSSION OF FINDINGS

Based on the analyses of task performance data, PME curriculum topics ratings, and perceptions of benefit ratings, several general inferences about the Officer PME program may be drawn:

- 1. THE NEED EXISTS FOR A CONTINUING, MULTI-PHASE, PROFESSIONAL DEVELOPMENT PROGRAM. The pattern of increasing involvement with leadership, management, and communicative tasks suggests that, at each paygrade, officers are likely to take on additional new responsibilities not previously encountered at their lower grades. To meet these new responsibilities officers will require some specific skills and knowledge not previously required by their jobs. Instruction in these skills and knowledge is most likely to be effective if the learning experiences occur relatively close to the time when the skills are used. Therefore it seems obvious that Air Force officers need a multi-phased professional development program that will continually provide the skills and knowledge most appropriate to the responsibilities associated with each phase of their careers.
- 2. OFFICERS WITHIN THE SAME PAYGRADE MAY HAVE DIFFERENT LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE EXPERIENCE AND DIFFERENT PME NEEDS. Both the comparisons of task performance among various utilization fields and the lack of agreement about the need for various PME topics on the job indicate that officers within the same paygrade have different types of involvement with leadership, management, and communicative tasks. These data would also indicate that officers enrolled in any given PME course may enter the course with varying degrees of experience and thus may have different PME needs. Awareness of these different needs could allow PME personnel to identify the specific skill and knowledge areas most likely to be important to a particular portion of the student population. They could then recommend more individualized instruction to meet these needs.

Analyzed in a somewhat broader perspective, the data show that lieutenants and captains in scientific/technical or support utilization fields are involved with leadership, management, and communicative tasks to a much greater extent than are lieutenants and captains working in rated fields or medical fields. Rough equivalence in the percent members performing these tasks is achieved at the 0-5 level for rated fields and at the 0-6 level for medical fields. In any tailoring of instruction then, PME personnel might want to take into account the specific differences in task performance among respondents in these four major areas.

3. OFFICERS REPORT A GREATER NEED FOR SKILL AND KNOWLEDGE RELATED TO TOPICS IN COMMUNICATION AND COMMAND AND MANAGEMENT THAN FOR OTHER TOPIC AREAS. Of the 247 curriculum topics rated by survey respondents, topics related to communicative skills or to command and management tended to receive higher ratings than topics from other areas of the curricula. These ratings were fairly consistent across paygrades, and the topics were rated in nearly the same relative position no matter whether they were rated according to "need on the job" or to "need in

order to have an effective professional career." This consistency is also supported by the fact that similar results were obtained from an original rating of 126 PME topics on a 1984 Management Activity Survey. Thus, although one may question whether officers' perceptions of their own needs are relevant to curriculum decisions, one must acknowledge that officers have consistently stressed the necessity for skill and knowledge related to communicative and command and management topics.

5. OFFICERS FEEL PME RESIDENT PROGRAMS HAVE BEEN HIGHLY BENEFICIAL. Although portions of the survey data have shown both that officers may have differing PME needs and that they feel a much greater need for some of the curriculum topics than for others, the perceptions of benefit ratings clearly indicate that most officers feel they have benefitted to at least a fairly large extent from their completion of PME resident programs. In contrast, respondents have perceived much less benefit from the correspondence programs, and this difference may also deserve some attention.

### APPENDIX A

LISTING, FOR EACH PAYGRADE, OF TASKS PERFORMED BY 30 PERCENT OR MORE OF THAT PAYGRADE'S RESPONDENTS

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### TASKS PERFORMED BY AT LEAST 30% OF 0-15

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	TITLES	LTS *X*
921	READ DIRECTIVE PUBLICATIONS, SUCH AS OPERATING .NSTRUC-	79.2
	TIONS, REGULATIONS, TECHNICAL ORDERS, OR CHECKLISTS READ INCOMING OR OUTGOING CORRESPONDENCE, SUCH AS LETTERS,	73.3
	KEMOS, REPORTS, OR HESSAGES Take actions to maintain own appearance standards, such as	73.3
	AS SOOKS OB ABITCHES	72.0
177	TO DETERMINE OWN PROFESSIONAL	72.5
57	STRENGTHS OR MEAKWESSES PROVIDE ORAL INFORMATION, DIRECTIONS, OR ADVICE TO	69.2
	ERSONNEL ON A LATERAL LEVEL	67.2
		•
143	ATTEND SCHEDULED TRAINING SESSIONS TO MEET GENERAL MILITARY PEDUTREMENTS . SUCH AS OPSEC OR HUMAN MELATIONS TRAINING	4 ·
25	DRAFT OR WRITE LETTERS IN MILITARY FORMAT	63.6
•	PROVIDE ORAL INFORMATION, DIRECTIONS, OR ADVICE TO	56.1
145	STITUTE SCHEDULE TRAINING SESSIONS TO MAINTAIN JOB PROFITTION OF PERMISSES	55.3
	PROTICIENCY OF ANOMICORE STUDIES	53.9
\$		53.6
	PROVIDE INDIVIDUALS WITH INFORMAL POSITIVE FEEDBACK ON JOB Prefederate of accomplications	53.3
119	PARTICIPATE IN OR ATTEND MORALE-BUILDING ACTIVITIES, SUCH	5:.7
3.06	AS SOCIAL, RECREATIONAL, OR OXIENTATION PROGRAMS ACKNOWLEDGE, IN GROUP SITUATIONS, ACCOMPLISHMENTS OR	50.8
3	PREPROPERED OF IROUGHOUSE OF GROUPS	4
947	ひとうりょう かまなだれる マストン マストン マストン・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	9 6
	NECT OF THESE SELECTS TO STREET SOFT	,
193	EVALUATE IMPACT OF OWN PERSONALITY OR ACTIONS ON OTHERS IN DUTY SIYUATION	50.3
246	OBTAIN AGREEMENT FROM THOSE SUPERIOR IN RANK OR POSITION ON TASKS, TO BE DOME	50.3
=	IN UNIT OR SECT	49.2
:		***
^	PANELS, COUNCILS, OR AD "OC BORKING BROUPS Coordinate combinications, such as correspondence or stud-	40.6
	UALS, SECTIONS, OR OPGANIZATIONS	,
ž	DRAFT OR ERITE INTERNAL CORRESPONDENCE, SUCH AS HEMORANDA Or trip bredris	0
257	PILEA	47.8
188	FELISION FARING EVALUATE OR RESPOND TO INFORMAL SUGGESTIONS,	# 6 • 4

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TASKS PERFORMED BY AT LEAST 30% OF 0-15

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MICATIVE Ending	2ND	* + Z	***	44.2	42.5	42.3	100	9.04	39.7	39.7	39.7	39.2	39.2	20.3	, en	38.3		300.5	30.3	18.3	14.0	36.1	35.6	35.3	35.3	35.3	35.0	N- 40	4 - 4 -	T. F.	34.2	33.9	
THIS REPORT CONTAINS A LISTING OF LEADERSHIP, M.MAGEMENI, AND COMMUNICATIVE Task performed by 10% of more of the 0-15, taske are listed in descending office of percent members bedecomming.		TSK TITLES	#3 F	RESCRIPTIONS OF PROBABILIONAL DEVELOPMENT NATIONAL DEVELOPMENT	245 MON 3		THE CEAST OF EXITE BESIDENCES		7	124 PROVIDE SECTION OR UNIT WITH INFORMAL POSITIVE PER	247	<b>9</b> 0	211	CONCERPINCE SCHOOLS ON TO PASS INTORIATION	134	FROM SUBORDINATES 40 ELICIT, OBTAIN, OR DRAM OUT	PERDATIONS, OR ADVICE FROM OTHERS	112	170 £	261		237 DELEGATE AUTHORITY TO PERSONNEL FOR TASK A	127	123	125	222	COMPRESS ACTIVATIVES FORMAL BRIEFINGS	100	CENTS THE GOALS THEY ARE TO ACHIEVE	217 REFERENCE OR ESCORT VISITORS  317 HOST OR ESCORT VISITORS	26 DRAFT OR WRITE LETTERS IN MONMILITARY FORMAT	250 PERSUADE THOSE SUBORDINATE IN RANK OR	P COMPLISH TANKS
	•	0	~	•	×	-	> <	0	~	0	×	•	3	-	) W	~	•	0	I	_	×	*	a	0	0	7	-	0	_	, 2	: ⋖	×	

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TASKS

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			2ND LTS
TSK	TITLES		* I
16	COUNSEL OR ADVISE MILITARY PERSONNEL ON FAILURE TO MA PROFESSIONAL STANDARDS. SUCH AS APPERGANCE STANDARDS	MAINTAIN DS	33.6
91	PORMANCE.	PER-	33.6
209	O	RES 10	33.6
17	۵		32.8
114	-	•	32.8
182	EVALUATE EXISTING	S 10	32.8
120	E I	01 4	32.2
m	ASSIGN RESPONSIBILITY FOR TASK ACCOMPLISHMENT TO	PERSONNEL	32.2
•		¥	26.6
101	ANALYZE PERSONNEL OR JOBS TO DETERMINE WAYS TO	INCREASE	31.7
243	<b>H</b>		31.4
27	DRAFT OR	•	31.1
195	PERFORE	70	31.0
5	TAXING OF OTHERS		
7	COUNSEL OR ADVISE MILITARY PERSONNEL ON LOS OR Performance	TRAINING	30.6
m w	130 AMALYZE SUBORDINATES' PERSONNEL PROBLEMS		30.3
•	OF SUBORDINATES		
-	110 EFPLAIM OR INTERPRET GOALS THAT SUBORDINATES, SECTIONS, LIMITS, ADE TO ACHIEVE	ONS, OR	30.0
•	185 EVALUATE MILITARY PERSONNEL ON FACTORS SUCH AS JOB		30.0
~	PERFORMANCE OR PROFESSIONAL QUALLITES 15 DRAFT OR PREPARE IMPUTS TO DIRECTIVES; FOR EXAMPLE		29.7
179	FEGULATIONS, MANUALS, OR OPERATING INSTRUCTION ( EVALUATE CHARACTER OF ORM UNIT TO DETERMINE MOST	oi) Effective	29.7
- (	MAY TO ACCOMPLISH OBJECTIVES		1
_	291 REVIEWS FOILS APPROVES ON DISAPPROVE CONFESSION	- 4045	29.1

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	THIS REPORT CONTAINS A LISTING OF LEADERSHIP, MANAGEMENT, AND COMMUNIC TASK PERFORMED BY 30% OR MORE OF THE 0-23, TASKS ARE LISTED IN DESCEND OEDER OF PERCENT MEMBERS PERFORMING.
JF 0-25	THE 0-25
AST 30% (	ISTING OF MORE OF PERFORM
BY AT LE	AINS A L Y 30% OR WEMBERS
TASKS PERFORMED BY AT LEAST 30% OF 0-25	PORT CONT RFORMED B F PERCENT
TASKS P	THIS RETAINED OF OF OF

	ANK THIES	131 L75
90	IRECTIVE PUBLICATIONS, SUCH AS OPERATING INSTRUC-	83.2
98	READ PROFESSIONAL PUBLICATIONS, SUCH AS BOOKS OF ARTICLES READ INCOMING OR OUTSOING CORRESPONDENCE, SUCH AS LETTERS,	78.0
A M	AEROS, METORIS, ON MESSABES 18AF ACTIONS TO TAINTAIN OUR APPEARANCE STANDARDS, SUCH AS 1848-18 1111-1911 (1) 1944 (1) 19 1944412	17.0
OVI	REFERING PRINCENTY FIT OR SELICES HALROLLS PROUDE ORAL INFORMATION, RECOMMENDATIONS, OR ADVICE TO ************************************	74.6
9	CONDUCTOR SELF-FYALUATION TO DETERMINE OUR PROFESSIONAL VARIABLE OF DEALLS OF	74.6
2	PROVIDE ON REALMEDISES. PROVIDE ON ALL IMPERATION, DIRECTIONS, OR ADVICE TO	13.4
	PERSONNEL ON A LATERAL LEVEL PROUDE ORAL IMPORMATION, DIRECTIONS, OR ADVICE TO ************************************	.1.6
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### FCPRT3 THIS REPORT CONTAINS A LISTING OF LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASK PERFORMED BY 30% OR MORE OF THE 0-25. TASKS ARE LISTED IN DESCENDING DEDER OF PERCENT MEMBERS PERFORMING. 42.0 45.1 44.9 43.7 43.4 42.9 41.7 41.5 41.5 41.2 39.8 39.8 39.3 39.3 30.3 37.3 37.3 37.3 36.0 36.8 36.8 H 188 EVALUATE OR RESPOND TO INFORMAL SUGGESTIONS, RECOMMENDATIONS, OR IDEAS FROM OTHERS A 94 PARTICIPATE AS A MEMBER OF CONFERENCES, COMMITTEE MEETINGS, PANELS, COUNCILS, OR AD HOC WORKING BROUPS K 247 OBTAIN AGREEMENT FROM THOSE SUBORDIMATE IN RAWN OR POSITION ON TASKS TO BE DONE A 24 DRAFT OR WRITE INTERNAL CORMESPONDENCE, SUCH AS MEMORANDA OR TRIP REPORTS K 250 PERSUADE THOSE SUBORDIMATE IN RAWN OR POSITION TO 272 MAINTAIN MORKING FILES OR RECORDS 76 COUNSEL OF ADVISE MILITARY PERSONNEL ON FAILURE TO MAINTAIN PROFESSIONAL STANDARDS, SUCH AS APPEARANCE STANDARDS 77 COUNSEL OF ADVISE MILITARY PERSONNEL ON LOS OF TRAINING PERFORMANCE A 40 ELICIT. OBTAIN, OR DRAW OUT CRITICAL INFORMATION, RECOM-RENDATORS, OR ADVICE FROM OTHERS A 50 PRACTICE OR DELIVER FORMAL BRICETINGS CURRENT ACTIVITIES A 1 REVENUE ACTIVITIES A 1 REVENUE OR RECREATION ACCOMPLISH OBLECTIVES FOR A 1 SOCIAL OR RECREATIONS ACCOMPLISH OBLECTIVES FOR A 1 SOCIAL OR RECREATIONS ACCIVITIES C 01 DRINKE OR EXPLAIN STANDARDS, SUCH AS APPRARICE, LOW PER-FORMANCE, UR BEHAVIOR STANDARDS, EXPECTED OF SUBORDIMATES D 127 SOLICIT LOW-ARCHATED IDEAS, SUGGESTIONS, OR FREDWACK FROM SUBORDINATES A 16 DRAFT OR WRITE BRIEFINGS A 16 DRAFT OR WRITE BRIEFINGS H 178 EVALUATE BEHAVIOR, PERSONALITY, OR DESIRES OF OTHERS TO DETERNINE BEST MEANS OF ACCOMPLISHING OBJECTIVES K 249 PERSUADE PERSUADE PERSONNEL OF THEIR PERSONAL IMPORTANCE D 112 EXPLAIN OR PERSUADE PERSONNEL OF THEIR PERSONAL IMPORTANCE E 134 LISTEM TO OR ACT AS SOUNDING BOARD FOR UNSOLICITED IDEAS FROM SUBORDINATES D 109 DETERMINE, IN CONJUNCTION WITH SUBORDINATES, SECTIONS, OR UNITS, THE SOALS THEY ARE TO ACHIEVE UNITS, THE SOALS THEY ARE TO ACHIEVE I 191 ATTEND COUGATIONAL PROGRAMS OR PROFESSIONAL DEVELOPMENT COURSES DURING DUTY TIME M 24% 1850E DIRECT ORDERS TO THOSE SUBORDINATE IN RAWK OR VILE OR FORMULATE ALTERNATIVE METHODS OR PROCEDURES TO USED IN CURRENT ACTIVITIES PROVIDE SECTION OR UNIT MITH INFORMAL POSITIVE FEEDBACK HOST ON ESCHIT VISITORS COMPILE AND ORDANIZE INFORMATION TO FACILITATE OWN DECISION MAKING I DIRECT ORDERS TO THOSE SUBORDINATE IN RANK OR LITION TO ACCOMPLISH TASKS TASKS PERFORMED BY AT LEAST 30% OF 0-25 TITLES 243 185UE 257 209 D 1SK

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	. 291	REVIEW, FOLT, APPROVE, OR DISAPROVE OUTGOING CORRESPON-	.2
<	23	DEACE, SUCH AS LETTERS, MEMONANDA, OR METORIS DRAFT OR WRITE INSPECTION REPORTS, SUCH AS REPORTS OF 38	

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10 Z	 Tasks performed	0 BY AT LEAST 30% OF 0-35	Ü	FCPRTA
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۵	AINE SI	IITABILITY FOR MISSION PERFORMANCE INTERESTS OF SUBORDINATE, SECTIONS, OR UNITS TO	36.4	
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<	32 DRAFT OF	TOTAL SECONDENOATIONS FOR MILITARY AMAROS	36.1	
7	AND DE DECEMBER	FACTIONS FROUNCES, SUCH AS FUNDS, PACTITIES, PERSONNEL,	36.1	
7	226 SET OR	FRENT ARGUMENT FOR CURRENT ACTIVITIES TO SOLICITATE FOR CURRENT	36.1	
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J 215		63.2	
H 188	EVALUATE OR RESPOND TO INFORMAL	63.0	
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D 119	PARTICIPATE IN OR ATTEND	59.4	
A 41	ESTABLISH OR MAINTAIR LOB-	59.1	
J 213	AT SOCIAL OR RECREATIONAL ACTIVITIES DETERMINE RESOURCES, SUCH AS FUNDS, FACILITIES	58.7	
D 124	OR EQUIPMENT REQUIRED FOR CURRENT ACTIVITIES PROVIDE SECTION OR UNIT WITH INFORMAL POSITIVE FEED	58.0	
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236	ASSIGN RESPONSIBILITY FOR TASK ACCOMPLISHMENT TO PER	81.0
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THIS REPORT CONTAINS A LISTING OF LE.DERSHIP, NANAGEMENT, AND COMMUNICATIVE TASK PERFORHED BY 30% OR MORE OF THE 0-65. TASKS ARE LISTED IN DESCENDING OEDER OF PERCENT MEMBERS PERFORMING. 74.0 74.3 73.6 73.6 73.6 75.2 74.9 74.5 73.8 73.4 N 243 ISSUE DIRECT ORDE! S TO THOSE SUBORDINATE IN RANK OR POSITION TO ACCOMPLISH TASKS

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L 262 CORDINATE ONGOING ACTIVITIES OR EVEN'S WITH OTHER

L 263 CORDINATE ONGOING ACTIVITIES OR EVEN'S WITH OTHER

L 264 COORDINATE ON SECTIONS, OR DISAPPROVE ORAL PRESENTATIONS,

SUCH AS SPEECHES BRIEFINGS

L 290 REVIEW, EDIT, APPROVE, OR DISAPPROVE ORAL PRESENTATIONS,

SECTIONS FOR HUTTYATIONAL PURPOSES

A 40 ELICIT, OBTAIN, OR DRAW OUT CRITICAL INFORMATION, RECOM
MENDATIONS, OR ADVICE FROM OTHERS

D 123 PROVIDE SECTION OR UNIT WITH INFORMAL MEGATIVE FEEDBACK

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A 26 DRAFT OR WRITE LETTERS IN MOMILITARY FORMATION

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A 26 DRAFT OR WRITE LETTERS IN MOMILITARY FORMATION

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SERVICIPATE OR PRESENT INFORMAL ANARDS OF RECOGNITION, SUCH AS CERTIFICATES OR PLAQUES

65 REVIEW, EDIT, OR INDORSE CIVILIAN PERFORMANCE APPRAISALS

76 COUNSEL OR ADVISE MILLIARY PERSONNEL ON FAILURE TO MAINTAIN PROFESSIONAL STANDARDS, SUCH AS APPEARANCE STANDARDS

228 SET OR ADJUST GOALS OR OBJECTIVES FOR CURRENT COMPILE OR FORMULATE ALTERNATIVE METHODS OR PROCEDURES TO BE USED IN CURRENT ACTIVITIES INTIATE RECOMMENDATIONS FOR MILITARY PERFORMANCE AWARDS INDENTIFY TASKS MECESSARY TO ACCOMPLISH OBJECTIVES FOR OBTAIN ACTIVITIES PRACTICE OR DELIVER FORMAL BRIEFINGS EXPLAIN REASONS FOR CHANGES IN PERSONNEL UTILIZATION OR ESTABLISH OR ADJUST PRICRITIES FOR FUTURE OR LONG-TERM D 120 PRESENT INTERESTS OF SUBORDINATE, SECTIONS, OR UNITS HIGHER AUTHORITIES
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# TASKS PERFORMED BY AT LEAST 30% OF 0-65

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TASKS PERFORMED BY AT LEAST 30% OF 0-65

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### APPENDIX B

PERCENTAGE OF RESPONDENTS IN EACH PAYGRADE GROUP WHO PERFORM LASKS IN THE JOB INVENTORY

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TABULATION OF PFRCE 41 MEMBERS PERFORMING TASKS AND DUTIES BY PAYGRADE GROUPS O-1 THROUGH O-6 14 THE OFFICER PHE I CAPEER FIELD.

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DRA-T OR WRITE PEPORTS OF INVESTIGATIONS; FOR EXAMPLE,
TAVESTIGATIONS OF SAFETY, SFOURITY, OR OTHER INCIDENTS
DRAFT OR WRITE RESPONSES TO IMSPACTION REPORTS OR AUDIT DRAFT OR WRITE SPEEC423 DRAFT OR WRITE STAFF STUDIES USING FORMAL STAFF STUDY PROVIDE ORAL INFORMATION, DIRECTIONS, OR ADVICE TO DRAFT OR WRITE RECOMMENDATIONS FOR MILITARY AWARDS PREPARE OR DELIVER INFORMAL BRIEFINGS PREPARE OR DEVELOP GRAPHICS OR VISUAL AIDS PROVIDE ORAL INFORMATION, DIRECTIONS, OR ADVICE PCT MBRS PERF TASKS/DUTIES BY PAYGRADE GPS TASK GROUP SUMMARY PERCENT MENBERS PERFURMING REPORTS \$

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PCT HBRS PERF TASKS/DUTIES BY PAYGRADE GPS

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\*ASK GROUP SUMMARY PEPCENT MEMBERS PERFORMING

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WRITE TECHNICAL OR RESEARCH REPORTS CORNERS OR ADVICE TIVILAN PERSONNES ON CASEED PROCESSION

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PCT MBRS PERF TASKS/OUTIES BY PAYGRADE GPS

TASK GROUP SUMMAKY PEPCENT MEMBERS PEPFORMING

		0 Y= T SK	SPC 001	SPC 002	SPC 003	S P C 004	SPC 005	5 P C 006
ပ	90	COOPDINATE WITH SPECIAL AGENCIES, SUCH AS LEGAL	13	10	12	2.1	32	m #
U	91	ACTINE ON EXPLAINS STANDARDS, UNCHASS APPREATURE, UNB PERST. PROFILE STANDARDS, UNCHASS APPREATURE, UNB PERST. PROFILE STANDARD STANDARDS STANDARDS.	34	39	<b>1</b>	9	80	7.1
υD	92	0 H	70	# m	36	20	32	41
U	4	AFK 34-18, 34-12, 36-2, OK 36-3 INITIATE OR RECOMMEND ADMINISTSRATIVE CORRE	14	12	12	61	24	32
υ	95	H	m	m	#	11	7.	30
Ŋ	96	+	3	m	m	4	Ü	11
Ŋ	16	INITIATE	•	~	9	10	15	22
U	86	INTITE OR RECOMMEND SUPERVISORY-LEVEL CORRECTIVE ACTIONS	15	12	**	12	8	33
μ	4	۴	16	*	15	20	54	37
Ŋ	100	œ	3	m	m	90	13	11
Ų	101	39-12, 36-2, OR 36-3 REVIEW RECOMMENDATIONS FOR A	80	9	ø	10	16	56
į		SUCH AS VERBAL REPRIMANDS, CONTROL ROSTER, OR UIF ACTIONS	r	۳	۳	V	5	74
J	707		•	1	•	n	2	ŗ
U	103	œ	m	m	m	m	æ	15
U	104	(C	3	m	•	9	11	19
Ü	105	1-	2	••	2	2	ır.	Φ.
0	106		2	27	63	70	90	* 6
C	107	ANALYZE PERSONNEL OR JOBS TO DETERMINE WAYS TO INCREASE	32	35	4.2	2.1	63	11
٥	,08		35	37	•	9	70	9.3
٥	109	w	21	19	30	37	5.1	69
۵	110	WITHIN UNIT OR SECTION EXPLAIN OR INCHESTED GOALS THAT SUBORDINATES, SECTIONS, OR	30	36	4.1	\$	9	42
۵	111	EXPLAIN OR	;	6 2	15	83	9	<b>4</b>
0	112	EXPLAIN	38	4.1	3	5.5	6.5	82
ఎ	113	W	27	27	32	4. 5.	6.1	72
٥	114	JUS FESTORSISTILITY IMPLEMENT MORALF-BUILDING ACTIVITIES, SUCH AS SOCIAL, RECREATIONAL, OR ORIENTATION PROBRANS	33	28	31	3	9	27

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PCI MBRS PERF TASKS/DUTIES BY PAYGRADE GPS

TASK GROUP SUMMARY PEPCENT MEMBERS PEPFORMING

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	0 Y-1 SK	5PC 951	SPC uñ2	\$PC 003	390	5 <i>P</i> C	38C 006
7	115 INITIATE OR PRESENT INFORMAL AWARDS OF RECCENTION, SUCH AS CERTIFICATES OR PLADUES	1,7	15	7	S.	er er	16
~~~	II6 INITIATE RECOMMENDATIONS FOR CIVILIAN PERFORMANCE AMARUS 117 INITIATE RECOMMENDATIONS FOR MILITARY PERFORMANCE AMAROS 118 MAKE INFORMAL VISIBILITY VISITS TO SUBORDINATE UNITS OR	10	21 13	13 26 19	26 42 32	W W W F O Y	66 73 74
~	SECTIONS FOR MOTIVATIONAL PURPOSES  119 PARTICIPATE, IN OR ATTEND WORLE-BUILDING ACTIVITIES, SUCH  AR EARTER DEFORTATION OF ALTERNATION OF A SECTION	\$2	3	5.	89	\$	37
-	PRESENT INTERESTS OF SUBORDINATE, SECTIONS, HIGHER AUTHORITES	3.2	5 8	36	<b>8</b>	6.1	16
- H	121 PROVIDE INDIVIDUALS WITH INFORMAL REGATIVE FEEDBACK 122 PROVIDE INDIVIDUALS WITH INFORMAL POSITIVE FEEDBACK ON JOB DEPENDMENTE OF ACCORDITIONS OF STREETS	8 4 3	46 60	20	62 72	7.1 80	90
-	ON OR UNIT VITH INFORMAL NEGALIVE	10 t	36	3 5	N.	80	74
	r Or	3.5	1 <b>80</b>	M 45	2 N	5.7	8 9 7
<b>₩</b>	FOR EXAMPLE, OFF-DUTY EDICATION OPPORTUNITIES 126-RECOMMEND OR APPROVE SELECTION OF PERSONNEL FOR SPECIAL OP- POSTUNITIES, SUCH AS SCHOOLS, ASSIGNMENTS, OF COMPEDENCES	25	16	5 6	4 10	61	81
-	14.	36	38	₹ <b>7</b>	61	67	90
	128 TAKE ACTIONS TO HAINTAIN OWN APPEARANCE STANDARDS, SUCH AS MEEPING PHYSICALLY FIT OR GETTING HAIRCUTS	73	78	81	83	86	93
	"129" WRITE OR TENDORSE LEFTERS OR HENDS RECOGNIZING ACCOMPLISH- Ments or performance	27	25	35	53	69	90
	130 ANALTZE SUBORDINATES* PERSONNEL PROBLERS 131 COORDINATE WITH OR REFER PERSONNEL TO OTHER AGENCIES TO	30	35	35	# # 3.5	10 a 10 a 10 a 10 a 10 a 10 a 10 a 10 a	6.8 6.3
<u></u>	HELP RESOLVE SUBORDINA ES? PROBLEMS 132 ESTABLISH UNIT OR SECTION CUIDELINGS OR PROGRAMS TO FUTUTIONIES DUVETTE: STYTUTES OF PERSONNES	11	30	13	1.7	54	34
	133 INITIATE OF PRITICIPATE IN SELF-HELP PROJECTS 134 LISTA TO OR ACT AS SOUNDING BOARD FOR UNSOLICITED IDEAS FORM SUKODINATES	39	24	5.28	939	* &	4 00 0.0v
	135 MONITOR PHYSICAL MORKING CONDITIONS TO INSURE SAFETY OF SUBORDINATES	37	36	er P)	7	55 55	6.8
1	136"TAME ACTIONS TO WAINTAIN AWARENESS OF PERSONAL OR FAMILY SITHATION, OR CURLITY OF 11FF OF SURORDINATES	25	28	32	# #	5.4	11
**	137 TAKE DIRECT ACTIONS TO RESOLVE SUBORDINATES PROBLEMS, SUCH	27	58	88	53	63	59
<b>H</b>	138 ADMINISTER OR SCOPE TPAINING EVALUATIONS SUCH AS PERFORMANCE OR MRITTER FEATS	80	18	24	16	D	#
	139 APPLY INSTRUCTIONAL SYSTEM DEVELOPMENT (ISO) PROCESS IN DEVELOPING OR REVISING INSTRUCTION	3	æ	12	11	æ	n
-		-	13	2.1	56	56	52
**	151 STEEND EDUCATIONAL PROGRAMS OR PROFESSIONAL DEVELOPMENT COURSES DURING DUTY TIME	य 2	22	36	37	33	38

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PCT MBRS PERF TASKS/OUTIES BY PAYGHADE GPS

\$PC 006 67 SPC 005 5PC 004 SPC 002 67 89 \$P.C 55 \*0 F 142 ATTEND SCHEDULED TRAINING SESSIONS TO MAINTAIN JOB PROFICIENCY OR KNOWLEDGE

7 22 07 22 ATTEND SCHEDULED TRAINING SESSIONS TO WEET GENERAL HILITARY REQUIREMENTS, SUCH AS OPSEC OR HUMAN RELATIONS TRAINING ATTEND SCHEDULED TRAINING SESSIONS TO UPGRADE JOB PROFICIENCY OR LEAPN NEW SKILLS CYDUCT FORMAL PERFORMANCE EVALUATIONS SUCH AS STANDARD-IZATION EVALUATION, OR OPERATIONAL READINESS INSPECTIONS CONDUCT FORMAL, SCHEDULED, JOB RELATED TRAINING OR INDOCATRINATION AT HORN UNIT LEVEL
COMBUCT INFORMAL, JOB RELATED TRAINING OK INDOCTRINATION AT HORN UNIT LEVEL 777 4 F 145 F 146 F 147

CONDUCT RECURRING, CONTINUATION, OR SPECIAL INTEREST ITER TRAINING; FOR EXAMPLE, LIFE SUPPORT OR SECURITY TRAINING DETERMINE TRAINING REQUIREMENTS FOR INDIVIDUALS DETERMINE TRAINING REQUIREMENTS FOR UNITS F 148

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151 DEVELOP TRAINING EVALUATIONS, SUCH AS PERFORMANCE OR WAITTEN TESTS.
152 DEVELOP TRAINING EXROISES.
153 DEVELOP TRAINING PROGRAMS.
154 SEVALUATE EFFECTIVENENSS OF TRAINING PROGRAMS.
156 EVALUATE EFFECTIVENENSS OF TRAINING PROGRAMS.

157 MINTALM TRAINING RECORDS OR DOCUMENTATION OF INSTRUCTIONAL SYSTEM DEVELOPMENT (ISO) PROGRAMS

F 159 MONITOR TRAINING PROGRESS OF ORGANIZATIONS, UNITS, OR ECTIONS

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22 22 23 24 64

63 9 63

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F 169 PERFORM FORMAL CONSULTATIVE VISITS, SUCH AS TECHNICAL NESTSTATANCE OR STAFF VISITS
F 162 REVIEW OR EVALUATE TRAINING PROGRESS OF UNIT PERSONNEL F 162 REVIEW TRAINING PERFORMANCE STANDARDS OR CRITERIA F 163 REVIEW TRAINING REQUIREMENTS FOR UNITS
F 164 REVIEW TRAINING REQUIREMENTS FOR UNITS
F 164 REVIEW TRAINING REQUIREMENTS FOR UNITS
F 165 ASSIGN OR REASSION PERSONNEL TO WORK SECTIONS, CREWS, (

G 166 DETERMINE POSITIONS TO BE DELETED OR ADJUSTED DUE TO MANDATORY REDUCTIONS OR CHANGES
G 167 EVALUATE, OR MAKE RECOMMENDATIONS WHICH AFFECT, CIVILIAN BRADE AUTHORIZATIONS
G 168 EVALUATE, OR MAKE RECOMMENDATIONS WHICH AFFECT, MILITARY GRADE AUTHORIZATION

INTERVIEW CIVILIAM PERSONNEL FOR HIRING L'TERVIEW MILITARY PERSONNEL FOR POTENTIAL ASSIGNMENT INTERVIEW OP CONTACT REFERENCES TO DETERMINE OR VERIFY 6 169 G 170

PERSONMEL QUALIFICATIONS G 172 INTERVIEY PERSONNEL FOR PLACEMENT, TRAINING, OR EVALUATION

TASK GROUP SUMMARY PEPCENT WEMBERS PERFORMING

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TASK GROUP SUMMARY PERCENT MEHBERS PERFORMING

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	0Y-TSK	SPC 001	\$ P C 002	S P C 003	5 P C 0 0 4	SPC 005	5 P C	
6 173	SCREEN RECORDS OR DOCUMENTS TO DETERMINE QUALIFICATIONS OF	20,	14	1,5	32	59	76 66	
6 175	PERSONNEL FOR SELECTION, PLACEMENT, OR REASSIGNMENT SELECT PERSONNEL TO FILL VACANT OR NEW POSITIONS SOLLCIT OR IDENTIFY CANDIDATES TO FILL VACANT OR NEW	2 2	11	13	35	2 3	3 7	
H 177	COMBUCTS ELF-EVALUATION TO DETERMINE OWN PROFESSIONAL COMBUCTS ELF-EVALUATION TO DETERMINE OWN PROFESSIONAL	12	7.5	18	4	=	92	
н 178	SIRENSING OF MERNATERSES EVALUATE BEHAVIORY PERSONALITY, OF DESIRES OF OTHERS TO DETENDED OF THE STORMS OF THE STORMS AND THE STORMS OF THE ST	ž	4.2	€0 37	9	99	83	
н 179	VENERALING SEST ARMYS OF ACCOMPLISHING SOCIETY OF SEVELULAR CHARACTER ON UMIT TO DETERMINE HOST EFFECTIVE TYLY TO RETEMBITED THE SEVELULAR SOCIETY OF SEVERAL SEVERAL SOCIETY OF SEVERAL SOCIE	30	58	4 5	52	6.5	7.8	
н 180	EVALUATE CIVILIAN PERSONNEL ON FACTORS SUCH AS JOB PERFORMANCE OF PROFESSIONAL QUALITIES	es	٥	13	26	ą C	72	
н 181		7.	7.	15	2.1	30	39	
182	EVALUATE EXISTING EQUIPMENT, MATERIAL, OR FACILITIES TO	33	M M	4 3	21	57	79	
H-185	DEFENDING SULFMELLIN FOR TASSION FENTONISMS  FOREIGN OF ACTIONS ON OTHERS IN	50	S E	6.1	89	7.1	81	
	COLY SILOATION	40	96	44	4	2	7	
182 183 183	EVALUATE MILITARY PERSONNEL ON FACTORS SUCH AS JOB	7 D F	r m	, ç	25	200	7 <b>3</b> 7	
781		2	23	×	9 F	\$	<b>1</b> 0	
	THES TO DETERMINE MULTABLETY FOR MISSION PERFORME	3	3	5	,	,	?	
H 187	EVALUATE NEW OR MODIFIED WETHODS OR PROCEDURES TO DETER-	26	2	37	#	£	62	
# 184	EVALUATE OR RESPONDED INFORMATIONS, CONTINUED OF THE PROPERTY SUGGESTIONS,	46	4 5	09	63	72	80	
H 189	EVALUATE TO RESPOND TO THE TOTAL THE PROPERTY OF THE PORCE	12	17	23	34	£ 4	o #	
100	SUBSECTION TROUBLY (AT TOKE 1900) SUBSECTION BRIDGE ON SECTION ACCOMPLISHMENT OF OBJECTIVES	24	23	33	4	61	7.4	
191		15	12	20	28	4 7	S	
	INCHESTING INTERS, OUCH AN EXERCICA OF SERFICINES PROGRAMS	2	20	0	ř	r.	ņ	
193	EVALUATE USE OF FUNDS	16	2 2	20	*	20	72	
194		22	13	28	in #	<b>1</b> 9	75	
195	PERFORM PERIODIC SELF-INSPECTIONS OF SECTION OR UNIT	<b></b>	33	M I	42	52	28	
1 196	ASSIST OF PARTICIPATE IN TORBEL INVESTIGATIONS OR INQUIRIES COMPLET FORMAL THEFATTORS, SUCH AS ACCIDENT, INCIDENT.	27	<b></b>	2 2		23	29	
	OR REPORTS OF SURVEY	, ,					, ,	
198	CONDUCT INFORMAL INVESTIGATIONS OF PROBLEMS, SUCH AS TACHDENTA DE COMPLETATS	10	2.1	77	<b>5</b> 2	5	<b>7</b>	
1 199	CONDUCT INVESTIGATIONS IN RESPONSE TO CONGRESSIONAL OR	۲۰	~	#	20	7.	22	
1 200	PRESIDENTIAL INQUIRES DETERMINE, NEED, SCOPE, OR METHOD OF INSPECTIONS INITIATE FORMAL INVESTIGATIONS, SUCH AS ACCIDENT, INCIDENT, OR REPORTS OF SURVEY	0 1		0 1	200	641	22	

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TASK GROUP SUMMARY PERCENT MEMBERS PEPFORMING

		04-75K	SPC 001	200 245	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	900	5P.C 0005	SPC 006	
	202		61	16	2.0	9.7	<b>5</b>	7	
- H	203	INSPECT CURRENT UNIT ACTIVITIES OR PROCEDURES TO CETERNINE	ב ה	10	13	5 7	e m	(F (A)	
	205	TENDED TARGET VENEZO DE SCUIDEREN	20	0.7	24	2.8	0	4	
	206	INSPECT PERSONNEL	2.5	-	:=	. 6	ec 0 (V	3.7	
-	207	INSPECT TECHNICAL FILES OF PECOPDS	13	*	22	17	5 2	5	
	208	CTIONS TO	10	54	27	27	37	30	
ס	503	DUISIDE AGENCIES COMPILE OR FORHULATE ALTERNATIVE METHODS OR PROCECURES TO	34	37	47	63	6.5	7.3	
		ICTIVITIES		ć	,		:	ļ	
ר	017	CONFILE OF FORMULAIE ALIENALISE ARINODS OF FROCREGARS TO BE HARD THE FIRST TARREST TO TOWN THE FORMULA STATES	· ·	0,7	7	8	ņ	n P	
ר	211	COORDINATE PLANS OR PROPOSALS AITH OTHERS TO DETAIN	30	33	25	8.9	7.5	76	
-	4,0	CONCURRENCE, SUPPORT, OR TO PASS INFORMATION DETERMINE DESCRIPES, SHEW AS SHINDS, EASTSTITES, DESCRIBES.	40	2	5	7,7	4	7.0	
	717	•	5	•	č	4	1	_	
'n	213	Þ	28	92	36	59	63	16	
•	:	OR EQUIPMENT REQUIRED FOR CURRENT ACTIVITIES	ŗ	ŕ		. ,	*	Li F	
7	7 7	ORGANIZATIONS THAT RECUIRE COORDINATION ACTION	5	ţ	,	0	6	•	
7	215	ESTABLISH OF ADJUST	23	27	42	63	67	7.7	
		ACTIVITIES	:	:	i		1	:	
ح	7 216	TESTABLISH OR ADJUST HILESTONES OR SUSPENSES FOR FUTURE OD 10NG-IEBM ACTIVITIES	K:	2	<b>8</b> 2	e S	<b>50</b>	69	
	217	ESTABLISH OR ADJUST PRIORITIES FOR	34	36	20	99	73	*	
7	218	ESTABLISH OR ADJUST PRIDRITIES FOR	10	16	28	42	5,	73	
ר	219	ACTIVITIES ESTABLISH PLANS TO HEET EMERGENCY OR UNFORESEEN SITUATIONS	24	27	31	*	52	9	
5		ESTIMATE OR ASSESS THPACT OF PROJECT	13	16	27	E E	52	99	
-	100	TIONS OR ORGANIZATIONS PRITHBIT DO BARBAR TEDENT ON DUN HULL DE RECTION OF DIANA	-	-	÷	7	4	4.7	
	•		•	•	•		•		
ד	222	H	33	6	21	63	69	73	
-	22.4	CORMENT ACTIVITIES 1908 TO ACCOMPLISH OBJECTIVES FOR	22	23	-	# C	P.	3	
	, ,	FUTURE OF LONG-TERM ACTIVITIES	:	:	•		,	1	
7	22 t	SCHEDULE PERSONNEL; FOR EXAMPLE, KORK, LEAVES, TOYS, OR	56	56	3,	51	63	67	
7	228		17	16	1.5	27	3.7	80	
	, !	HOBILITY EXERCISES, OR SOCIAL EVENTS							
~	226	SELECT METHODS OR PROCEDURES TO BE USED IN CURRENT	C1	<u>۸</u>	3	53	ç	67	
7	227	47	1.4	15	2.5	38	α. 3	59	
		ON LONG-TEOM	,	;	;	,		;	
ר	758	SFT OR ABJUST GOALS OF OBJECTIVES FOR CURRENT ACTIVITIES	27	28	9 9	e. E	9	45	

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PCI MBRS PEAF TASKS/BUILLS BY PAYGNADE GPS

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TASK GROUP SUMMARY PETCENT MEMBERS DEAFTOHING

	N-15K		1 dD 2 d S	5 P C 0 0 2	003	SPC 004	5 P C 00 5	SPC 006
2	J 229 SET UP AUJUST GOALS UP OBJECTIVES FOR FUTURE OR LCNG-TERM ACTIVITIES	TURE OR LCNG-TERM	4.	15	56	7	a.	31
× ×	235 ALLOCATE OR DESIGNATE USE OF BUILDINGS 231 ALLOCATE TIME FOR TASKS OR PROJECTS	R FACILITIES	° «	3 6	o 40	18 51	4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	94
	23/	SUPPLIES OR	13	*	20	27	a n	, es
× :	213	:	10	30	7.	: 5	7	54
-	7	DMAL STRUCTURES OF	o	•	5	23	<b>-</b>	ខ្ម
	235	PLISHED	27	32	42	7.4	7	6,5
	236 ASSIGN RESPONSIBILITY FOR TASK ACCO	HENT TO PERSONNEL	32	3.2	2.00	61	0.9	8 7
	237 DELEGATE AUTHORITY TO PERSONNEL FOR	TASK ACCOMPLISHMENT	9 1	2	æ :	7 9	72	7
· ×	2 2	STATE OROLLOSON	r (	٠ <u>-</u>	1 °	C) 2	r c	# U
	240	JIN ACCOMPLISHING	, C;	\$ <b>9</b>	25	, m	£ 1	3 0
×	241 6	ATE IN RANK OR	7	<b>5</b>	7	7	¥	46
	POSITION WIL		!		<u>:</u>	;	·	•
× ;	242 ISSUE DIRECT	FASKS	16	19	25	53	35	47
		IN RANK OR	7	27	<b>m</b>	5	<b>S</b>	7.5
×	I +92	RANK OR POSITION	•	~	۰	11	0	11
2	TO ACCOMPLISH TASKS	•	9	•	;	;	į	
		JINATE IN RAHK	÷.	<b>3</b> 7	55 50	<b>4</b> 9	<b>.</b>	<b>3</b>
×	246 OBTAIN AGREEMENT FROM PEERS ON TASKS TO			5.0	6.3	99	72	11
	247 08 TAIN AGREEMENT FROM THOSE SUBORDINATE	IN RANK OR POSITION	70	3	8	62	<b>.</b>	7.5
*	248 OBTAIN AGREEMENT FROM THOSE SUPERIOR IN	SANK OR POSTITION	Š	4	4	4.3	*	0
	DW TASKS TO BE DONE	•	2	,	,	5	2	2
¥;	249 PERSUADE PRERS TO ACCOMPLISH TASKS		37	42	30	57	6.1	69
	AND PERSONNE IMOSE SUBGPOINATE IN MANK OR	POSITION TO	# Pi	n	52	NI PU	61	7
×	251 P	ION TO ACCOMPLISH	28	33	g.	<b>6</b>	*	6.1
×	n 262	TO ACCOMPLISH	52	20	33	3.8	it e	3.0
×	253 U	SUBORDINATE IN	22	2.2	<b>1</b>	r t	C.	,
			;	I	,	ļ		,
×	2. 2.	SUPERIOR IN RANK	13	=	54	31	32	38
7	1 252	IY TO PERSONNEL,	10	•	13	24	35	53
7	256 C	IFICATION OR	1.5	0	5	7	25	25
-	DECLASSIFICATION OF DOCUMENTS OR MATERIALS 257 COMPILE AND ORDANIAL INFORMATION TO FACTLITATE	2 TO 12 TO 1		5	į	;	,	;
	DECISION MAKING		c c	) F	0	0	2	2

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TASK GROUP SUMMARY PEPCENT MEMBERS PERFORMING

22 L 263 DIRECT, CONTROL, OR SUPERVISE DISASTER PREPAREONESS OR MOBILIZATION ACTIONS.

L 264 DIRECT, CONTROL, OR SUPERVISE HOBILITY OR CRISES FUNCTIONS.

SUCH AS "COMMAND POST OR BATTLE STAFF AUGMENTATION OF SECTION OF SECTION.

L 266 ESTABLISH PROCEDURES FOR REVIEWING OR ROUTING INFORMATION OF STABLISH REPORTS

L 267 ESTABLISH REPORTS

L 269 INITIATE PERSONNEL ACTIONS, SUCH AS CLASSIFICATION,

L 269 MAINTAIN OFFICIAL ADMINISTRATIVE FILES OR RECORDS

L 270 MAINTAIN OFFICIAL FILE ON CIVILIAN PERSONNEL

L 271 MAINTAIN OFFICIAL FILES OR RECORDS

L 272 MAINTAIN OFFICIAL FILES OR RECORDS

L 273 MONITOR COMPLIANCE WITH AIR FORCE OR COMMAND SPECIAL

L 274 MONITOR COMPLIANCE WITH AIR FORCE OR COMMAND

L 275 MONITOR CONTRACTOR SERVICE OR PERFORMANCE

L 275 MONITOR CONTRACTOR SERVICE OR PERFORMANCE

L 275 MONITOR CONTRACTOR SERVICE OR PERFORMANCE

L 275 MONITOR USE OF EQUIPMENT, FACILITIES, OR MATERIALS

L 277 MONITOR USE OF EQUIPMENT, FACILITIES, OR MATERIALS

L 277 MONITOR USE OF EQUIPMENT, FACILITIES, OR MATERIALS

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L 278 MONITOR USE OF EQUIPMENT, FACILITIES, OR MATERIALS

L 278 MONITOR USE OF EQUIPMENT, FACILITIES O L 278 MONITOR USE OF PERSONNEL
L 278 MECOMPEND APPROVAL OF REQUESTS FOR FACILITY
CONSTRUCTION OR HODIFICATIONS
L 270 REVIEW OR CERTIFY TIME ACCOUNTING FORMS OR CARDS
L 281 REVIEW PROGRESS OF UNIT OR SECTION AGAINST ESTABLISHED
MILESTONES. L 289 92 VIEW, EDIT, APPROVI, OR DISAPPROVE NONDIRECTIVE MATERIAL FOR PURLICATIONS SUCH AS ARTICLES OR TECHNICAL REPORTS HARING OF OTHERS

259 CONTROL OR MANAGE CASH ACCOUNTS

260 CONTROL, PROCESS, OR DESTROY CLASSIFIED MATERIALS

251 COORDINATE ONGOING ACTIVITES OR EVENTS WITH OTHER

INDIVIDUALS, SECTIONS, OR ORGANIZATIONS

262 DETERMINE OR REEVALUATE, THE NEED FOR PLANS, PROGRAMS, OR 287 REVIEW, EDIT, APPROVE, DR DISAPPROVE DIRECTIVES, SUCH AS REGULATIONS, ORDERS, OR POLICY LETTERS
298 REVIEW, EDIT, APPROVE, OR DISAPPROVE DOCUMENTS, SUCH AS STAFF SUMMARIES OR DACKGROUND PAPERS L 250 COMPILE AND ORGANIZE INFORMATION TO FACILITATE DECISION MAKING OF OTHERS L 202 REVIEW SUSPENSES
L'203"REVIEW, APPROVE, OR DISAPPROVE PERSONNEL ACTIONS, SUC AS CLASSIFICATION, ASSIGNMENT, OR SELECTION
L 28" REVIEW, APPROVE, OR DISAPPROVE PLANS OR PROPOSALS
L 265 REVIEW, APPROVE, OR DISAPPROVE REQUESTS FOR FUNDS
L 266 REVIEW, APPROVE, OR DISAPPROVE REQUESTS FOR GOODS OR ACTIVITIES

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TASK GROUP SUMMARY PEPCENTHE

<b>4</b> 2	~	0Y-TSK 290 REVIEW, EDIT, APPROVE, OR DISAPPROVE GRAL PRESENTATIONS,	\$PC 001 12	SPC 002 11	5 PC GC 3	5 PC 004	797 700 88	\$ P C 002
	۲,	SUCH AS SPECHES BRIFFINGS 291 REVIEW, EDIT, APPROVE, OR DIJAPPROVE OUTWOING CORRESPON- DENCE, SUCH AS LETTERS, MEMSRANDA, OR WIRDORTS	7	2.3	<u>c</u> ,	9	74	36
	7	SCREEN I	30	1.7	(4 ©	٠ ئ	5.1	52
	~ x	293 SET UP OR IMPLEMENT RECALL PROCEDURES 29% COURDINATE WITH PERSONNEL AGENCIES ON CIVILIAN MANNING ACTIONS	13 8	5 3	90	22	4 4 5 6 4 5	4 D
	z	295 COORDINATE WITH PERSONNEL AGENCIES ON MILITARY MANNING	2	•	7.	12	S N	20
	jr 3	BUDGET ESTIMA	<b>=</b> :	10	71	50	40	32
		PREPARE REQUESTS FOR	ri o	0 %	12	= =	5 0 7	2 5
	z x	209 PREPARE REQUES: "FOR MANPONER AUTHORIZATIONS YOU PACPARE REQUESIS FOR MONCONTRACTURE SERVICES, SUCH AS	17	3 6	10	12	30	32
- 1	¥.			7	16	21	3 2	. 91
	T.		,		2	11	22	52
	1	SNY PREPARE REQUESTS TO OBTAIN MILITARY PERSONNEL WITH ROPETET DESCRIPTATIONS	3	3	æ	1.9	ę,	32
į	Z i	304 PREPARE REGUISTIONS TO BOLDEN CIVILIAN PERSONNEL	~ !	n	3 (	7;	16	25
	. x	PROVIDE ANTOIS	12	- 0	2 7	26	e n	R Q
	T X	307 PROVIDE INPUTS TO REQUESTS FOR CONTRACTUAL SERVICES 308 PROVIDE IMPUTS TO REQUESTS FOR FACILITY CONSTRUCTION OR	7	8 ~	12	4 8	21 24	20 26
#	E E	MODITICATIONS 310 PROVIDE INPUTS TO REQUESTS FOR MAMPONER AUTHORIZATIONS 310 PROVIDE INPUTS TO REQUESTS FOR MILITARY PERSONNEL WITH	11	~ ~	14	24	W W V K	n a
	x.	STRUTTE VORLITIENTIONS  JI PROVIDE INPUTS TO REQUESTS FOR NOWCONTRACTUAL SERVICES,  KITCH AS GRAPHIES, DATA ALLTONATION, OR TORNSOBERATION	16	10	15	23	28	54
	× ×	112 PROVIDE INPUTS TO REQUESTS FOR SUPPLIES OR EQUIPMENT	22	21	3,4	2	36	31
				ע ע		• •o	, E	3.1
	r	OLFSONMEL ON EEO PROGRAMS 335 coopdimaté with civilian employees or representatives on Combiatume	=	đ	^	12	<b>E</b>	39
	2	316 COOPTRATE WITH CIVILIAN PERSONNEL OFFICERS OR EMPLOYEE 9-PRESENTATIVES ON GRIEVANCES	۳	~	æ.	••	<u>r.</u>	36
	z z	317 HOST OR ESCORT VISITORS 3)6 INTEREST MITH LOCATE COMMUNITY REPRESENTATIVES ON AREAS OF	a «	7 0	23	55	62 21	35
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SPC 003 SPC 002 25 5P.C 20 DY-TSK

36 50 20 15 O F 53 PEPPECENT AIR FORCE, ORBANIZATION, OR UNIT IN COMMUNITY ACTIVITIES, SUCH AS BANQUETS, PARADES, OR CEPEMONIES PEPRESENT UNIT OR ORGANIZATION IN BASE SOCIAL OR CEREMONIAL FUNCTIONS, SUCH AS RETIREMENTS, LUNCHEONS, OR DINING-OUIS PARTICIPATE IN MILITARY FORMATIONS, SUCH AS PAPABES, RETREATS, OR INSPECTIONS PARTICIPATE IN PROFESSIONAL CONFERENCES OR CONVENTIONS PUBLICIPE, ENCOURAGE, OR PARTICIPATE IN COMMUNITY ACTION PROJECTS, SUCH AS MELFARE OR DISASTER MELLEF PROJECTS RECTRAMEND OR PROVIDE INPUTS TO LABOR UNION NEGOTIATION POSITIONS N 520 321 123 N 325 324

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### APPENDIX C

SPECIFIC UTILIZATION FIELDS COMPRISING FOUR MAJOR UTILIZATION FIELD TYPES

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### SPECIFIC UTILIZATION FIELDS COMPRISING FOUR MAJOR UTILIZATION FIELD TYPES

RATED FIELDS: 10XX, 11XX, 12XX, 13XX, 14XX, 15XX, 22XX, and rated office in duty AFSCs 0026, 0036, 0046, 0066, or 0910

SCIENTIFIC/TECHNICAL FIELDS: 25XX, 26XX, 27XX, 28XX, 30XX, 51XX, 55XX,  $^{\circ}$  vv. and officers in duty identifier 0960

SUPPORT FIELDS: Officers holding nonrated positions in 00XX, 02XX, 15X, 09XX, 16XX, 17XX, 18XX, 20XX, 23XX, 31XX, 40XX, 57XX, 60XX, 62XX, 64XX, 17X, 66XX, 67XX, 69XX, 70XX, 73XX, 74XX, 75XX, 79XX, 80XX, 81XX, 82XX, 87XX, 20XX, 89XX, 90XX

MEDICAL FIELDS: 92XX, 93XX, 94XX, 95XX, 96XX, 97XX, 98XX, 99XX



APPENDIX D

MEAN RATINGS OF NEED FOR PROFESSIONAL MILITARY EDUCATION TOPICS BY PAYGRAVE GROUPS (ANTER ACCORDING TO NEED ON THE LOS AND NEED AS A PROFESSIONAL GRYLER)

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### MEAN RATINGS OF PROFESSIONAL MILITARY EDUCATION TOPICS BY PAYGRADE GROUPS (RATED ACCORDING TO "NEED ON THE JOB" [NOJ] AND "NEED AS A PROFESSIONAL OFFICER" [NAP])

MEAN RATING OF NEED ON THE JOB AND NEED TO KNOW

				AS	A PR	OFESS	IONAL	OFFI	CER			
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PME TOPICS	NOJ	<u>NAP</u>	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP	<u>NOJ</u>	NAP
A. COMMUNICATIVE SKILLS												
	, -		, ,				e ,	٠,	5.3	5.8	5.7	6.0
A0001 FORMAL MILITARY LETTER A0002 PERSONAL MILITARY LETTER	4.5 3.5	5.9 5.2	4.4 3.4	5.5 4.9	4.4 3.3	5.5 4.6	5.4 3.8	6.0 4.8	4.0	4.8	4.7	5.3
A0002 PERSONAL HILITARI LETTER A0003 MEMORANDUM FOR RECORD (MR)	3.6	5.0	3.7	4.8	3.8	4.8	4.8	5.3	4.8	5.1	5.0	5.5
A0004 OFFICIAL MEMORANDUM (INTER-	5.0	•	•		• • •			• • •		•		
OFFICE)	3.4	5.1	3.2	4.6	3.4	4.6	4.2	4.8	4.3	4.8	4.8	5.4
A0005 BACKGROUND/POSITION PAPER	3.0	4.6	2.8	4.4	3.1	4.4	4.3	4.9	4.7	5.2	5.4	5.9
A0006 BULLET BACKGROUND PAPER	2.2	3.9	1.9	3.5	2.3	3.6	3.3	4.1	3.6	4.2	4.5	5.3
A0006 BULLET BACKGROUND PAPER AC007 STAFF SUMMARY SHEET A0008 TALKING PAPER A0009 POINT PAPER A0010 INFORNATION BRIEF A0011 MESSAGE A0012 STAFF STUDY A0013 TRIP REPORT A0014 INFORMATIVE BRIEFING A0015 ADVOCACY BRIEFING A0016 STAFF BRIEFING A0017 MANUSCRIPT BRIEFING A0018 ANALYZING AUDIENCE A0019 WRITING FOR THE BOSS A0020 ANALYZING PURPOSE A0021 ACTIVE WRITING A0022 ORGANIZING TO COMMUNICATE A0023 EDITING TECHNIQUES A0024 PLANNING RESEARCH A0025 GATHERING AND EVALUATING DATA	2.8	4.7	2.7	4.4	3.2	4.7	4.2	5.2	4.6	5.3	5.4	5.9
A0008 TALKING PAPER	3.1	5.0 4.0	2.9	4.7 4.1	3.2 2.7	4.6 4.2	4.2 3.7	5.2 4.7	4.6	5.3	5.6 5.1	6.0 5.8
ADDIO INFORMATION DRIFE	2.3	5.2	3.2	4.9	3.1	4.6	3.5	4.7	3.8	4.8	4.6	5.3
ADDIO INFORMATION BRIDE	4.1	5.0	3.8	4.9	4.3	5.1	5.0	5.8	4.9	5.7	5.4	5.9
A0012 STAFF STUDY	2.5	4.7	2.5	4.6	2.7	4.5	3.1	4.5	3.0	4.3	3.5	4.8
A0013 TRIP REPORT	2.9	4.3	2.6	4.2	3.0	4.1	3.9	4.7	3.8	4.7	4.1	5.1
A0014 INFORMATIVE BRIEFING	4.5	5.9	4.7	5.7	4.7	5.6	5.3	5.9	5.4	5.9	6.1	6.3
A0015 ADVOCACY BRIEFING	2.6	4.6	2.5	4.3	2.8	4.3	3.6	4.6	3.7	4.8	4.7	5.4
AGO16 STAFF BRIEFING	3.5	5.4	3.5	5.3	3.9	5.4	4.6	5.6	5.0	5.7	5.7	6.2
A0017 MANUSCRIPT BRIEFING	2.2	4.1	2.1	4.1	2.3	3.8	2.4	3.8	2.6	3.8	3.3	4.3
A0018 ANALYZING AUDIENCE	3.6	5.4	3.6	5.0	4.0	4.1	4.4	5.2	4.5	5.3	5.2	5.7 6.2
A0019 WRITING FOR THE BOSS	4.2	5.5	4.1	5.2 5.2	4.3	5.3	5.1	5.7 5.7	5.3	5.8 5.8	5.5 5.8	6.0
A0020 ANALYZING PURPOSE	4.3	5.5 6.2	4.1	5.8	4.5 5.2		5.9	6.5	6.3	6.6	6.8	6.9
AUUZI AUIIVE WKIIINU	4.9	5.8	4.8	5.4	4.6	5.5	5.2	5.8	5.5	6.0	6.0	6.3
A0022 OROMIZING TO COMMITCATE	4.4	5.6	4.3	5.1	4.7	5.5	5.3	5.6	5.5	5.8	6.0	6.0
A0024 PLANNING RESEARCH	3.0	5.4	3.5	4.8	3.7		3.9	4.8	3.7	4.5	4.1	4.9
A0025 GATHERING AND EVALUATING DATA	4.5	5.6	4.2	5.2	4.3	5.2	4.9	5.3	4.7	5.3	5.3	5.5
A0026 DOCUMENTATION	3.4	5.2	3.3	4.8	3.4	4.6	3.6	4.5	3.4	4.3	3.8	4.6
A0027 LOGICAL ANALYSIS	4.7	6.0	4.4	5.4	4.8	5.8	5.6	5.9	5.8	6.0	6.2	6.3
A0028 COMMUNICATION WITH THE												
SECRETARY A0029 COORDINATION A0030 EFFECTIVE READING A0031 EFFECTIVE LISTENING	3.7	4.9	3.3	4.5	3.8	4.6	4.8	5.0	5.0	5.0	5.6	5.3
A0029 COORDINATION	4.8	5.8	4.4	5.2	4.8	5.6	5.7	6.0	5.7	5.9	6.2	6.2
A0030 EFFECTIVE READING	5.3	6.1	4.8	5.7	5.0	5.9	5.6		5.8	6.2	6.3	
A0031 EFFECTIVE LISTENING	5.7	6.5	5.3	6.1			6.1	6.4	6.3	6.6	6.6	6.8 6.4
A0032 TECHNIQUES OF LOGICAL THINKING A0C33 FECHNIQUES OF CREATIVE THINKING	5.4	5.9	5.2	5.6 5.4		5.9 5.7	5.7	6.0 5.8	6.0 5.5	6.1 5.9	6.4	6.1
AUG33 TECHNIQUES OF CREATIVE INTRAING	4.0	3.0	4.7	3.4	4.9	3.1	3.4	5.0	3.3	3.7	0.1	0.1
B. GENERAL COMMAND AND MANAGEMENT												
B0034 PRINCIPLES AND CONCEPTS OF COMMAND	3.7	5.3	3.7	5.0	3.9	5 0	4.3	5.2	4.5	5.3	5.4	5.8
BOO35 EFFECTS OF MODERN TECHNOLOGY	3.7	3	3.1	3.0	3.7	3.0	4.3	٥.٤	4.3	3.3	3.7	3.0
ON COMIAND	3.4	4.9	3.4	4.4	3.5	4.5	3.8	4.7	4.0	4.7	4.6	5.1
BOO36 PERFORMANCE EVALUATION	4.4	6.4	5.0	6.2	5.0	6.5	5.3	6.4	5.6	6.4	6.5	6.7
BOO37 ON-THE-JOB TRAINING (OJT)	4.6	5.6	4.6	5.3	4.5	5.5	4.4	5.4	4.5	5.4	4.9	5.3
BOO38 SOCIAL ACTIONS PROGRAMS AND												
POLICIES	3.5	4.9	3.4	4.5	3.3	4.4	3.5	4.4	3.8	4.5	4.6	4.7
BOO39 DRUG AND ALCOHOL ABUSE	3.5	5.1	3.5	4.6	3.3	4.5	3.3	4.4	3.6	4.6	4.2	4.7
BOO40 INTERPERSONAL COMMUNICATIONS								- ^				- ^
PROCESSES	5.3		5.2	5.6	5.3	5.9	5.6	5.8	5.6	5.9	5.9	5.8
BOO41 CONFLICT MANAGEMENT TECHNIQUES	4.6	5.6	4.5	4.9	4.7	5.4	4.9	5.3 5.6	4.9 5.4	5.3 5.9	5.3 5.8	5.3 6.0
BOO42 LEADERSHIP THEORY	4.6 4.4	5.7 5.3			4.9 4.5	5.7		5.2	4.8	5.4	5.1	5.5
B0043 FOLLOWERSHIP B0044 MOTIVATION THEORY	4.9		5.0		5.1	5.8	5.2	5.7		5.9	5.8	
B0045 LEADERSHIP TECHNIQUES	4.7	6.0				6.0	5.3	6.0	5.7	6.2	6.2	
B0046 COUNSELING	4.4					5.8		5.5	5.3	5.9	5.7	5.8
BOO47 HUMAN RELATIONS	5.0			5.7	5.3	5.9	5.5	5.9	5.8	6.2	6.1	6.2
BOO48 MANPOWER PLANNING TECHNIQUES	3.9		3.7	4.7	3.7	4.8	4.2	4.7	4.4	4.8	4.8	4.8
B0049 MANAGEMENT BY OBJECTIVES (MBO)	3.4		3.3	4.2	3.0	4.1	3.4	4.0	3.4	4.0	3.9	4.1
BOOSO MANAGEMENT DEVELOPMENT									_		_	
APPROACHES/TECHNIQUES	3.9	5.3	3.9	4.9	4.0	5.2	4.4	5.2	4.6	5.2	5.2	5.4
BOOS1 CHARACTERISTICS OF EFFECTIVE	_											, .
LEADERS/MANAGERS	3.8			4.6					4.0		4.5	
B0052 DELEGATION TECHNIQUES	4.2				4.7				5.2		5.8	
B0053 LONG-RANGE PLANNING TECHNIQUES B0054 MAINTENANCE PLANNING AND CONTRO	4.0	5.4	4.0	5.0	4.2	5.1	4.8	5.2	4.8	5.2	5.6	5.5
TECHNIQUES		5.0	2 6	4.5	3.0	6. 7	6 2	<u>د</u> ۷	4.1	4 4	4 6	4.9
TECHTIQUES	5.0	J.0	5.0	7.3	3.9	7.1	7.2	4.0	7.1	7.0	٦.٥	7.7

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	PME TOPICS	NOJ	NAP										
20055	OVORTUG ANALYSICA PROGRAMMA AND												
80022	SYSTEMS ANALYSIS PROCEDURES AND TECHNIQUES	2.8	4.1	2.6	3.7	2.6	3.6	2 1	2 7	2.9	2.0	2 5	4.1
B0056	MANAGEMENT INFORMATION SYSTEMS	3.7	4.9	3.5	4.5	3.5	4.5	3.1 4.3	3.7 4.8	4.3	3.8 4.8	3.5 4.7	5.0
	ETHICAL CONSIDERATIONS IN	J.,	٠.,	3.3	4.5	3.3	7.5	7.3	7.0	4.5	4.0	4.7	3.0
	LEADERSHIP	3.8	5.4	3.9	4.9	4.3	5.2	4.5	5.4	4.8	5.4	5.5	6.0
B0058	CONFERENCE AND COMMITTEE												
DOOLO	LEADERSHIP TECHNIQUES	4.0	5.2	3.9	4.9	4.2	5.1	4.9	5.3	5.1	5.4	5.8	5.7
	TECHNIQUES OF PERSUASION INTERVIEWING TECHNIQUES	4.6	5.5	4.4	5.2	4.9	5.4	5.3	5.6	5.4	5.6	5.9	5.8
	TIME MANAGEMENT TECHNIQUES	3.6 4.7	5.0 5.9	3.4 4.6	4.7 5.5	3.9 5.1	4.8 5.8	3.9 5.4	4.7 5.8	4.3 5.3	4.9 5.7	4.8 5.6	5.0 5.8
	GROUP DYNAMICS	4.1	5.2	3.9	4.9	4.2	5.2	4.4	5.2	4.6	5.3	5.2	5.4
	LABOR-MANAGEMENT RELATIONS	2.2	3.6	2.2	3.6	2.4	3.5	2.2	3.4	2.5	3.4	3.1	3.8
B0064	JOB ENLARGEMENT/JOB ENRICATION												
200/5	PROCESSES	3.8	5.2	3.5	4.7	3.7	4.8	3.6	4.7	3.7	4.6	4.3	4 8
B0065	ORGANIZATION DEVELOPMENT	· ·	, ,	٠.	, ,		, ,		, ,	, ,		. ,	, ,
R0066	STRATEGIES/TECHNIQUES BASIC STATISTICS	3.4	4.9 4.0	3.1	4.5 3.8	3.5 2.8	4.6 3.8	3.6	4.7 3.7	4.0 3.1	4.6 3.6	4.6 3.6	4.8 3.8
	INTERPRETATION AND USE OF	2.7	4.0	2.0	3.0	2.0	3.0	٥.,	3.7	3.1	3.0	3.0	3.0
	STATISTICAL DATA	3.2	4.3	3.0	4.0	3.1	4.1	3.7	4.1	3.6	4.0	4.2	4.2
	STATISTICAL DECISION THEORY	2.8	4.1	2.8	3.9	2.8	3.9	3.2	3.8	3.0	3.7	3.6	3.9
	OPERATIONS RESEARCH TECHNIQUES	3.0	4.4	2.8	4.0	2.9	4.1	3.3	3.9	3.3	3.9	3.8	4.1
	PROJECT MANAGEMENT TECHNIQUES	3.2	4.6	2.9	4.3	3.2	4.3	3.7	4.3	3.7	4.7	4.1	4.4
	INTRODUCING CHANGE LOGISTICS MANAGEMENT PRINCIPLES	4.2	5.3	4.2	5.1	4.6	5.3	4.8	5.3	5 0	5.2	5.3	5.3
	PROCUREMENT MANAGEMENT	3.1	4.6	3.0	4.5	3.3	4.5	3.7	4.5	36	4.3	4.3	4.6
50075	PRINCIPLES	3.0	4.3	2.9	4.2	3.2	4.2	3.5	3.9	3.2	3.9	3.9	4.1
B0074	PROBLEM-SOLVING TECHNIQUES	4.7	5.8	4.5	5.5	5.0	5.7	5.3	5.7	5 :	5.6	5.7	3.3
	COMPUTER HARDWARE MANAGEMENT	2.5	3.4	2.3	3.1	2.2	3.1	2.7	3.2	2.4	3.1	3.0	3.2
	COMPUTER SOFTWARE MANAGEMENT	2.7	3.3	2.4	3.1	2.2	3.2	2.8	3.2	2.5	3.3	3.1	3.3
	COMPUTER PROGRAMMING	2.9	3.6	2.6	3.3	2.3	3.2	2.9	3.3	2.5	3.3	2.9	3.3
	COMPUTER SUPPORT	3.1	4.2	2.8	3.8	2.7	4.0	3.5	4.2	3 2	4.1	3.8	4.0
	CIVILIAN PERSONNEL MANAGEMENT DISCIPLINE AND MORALE OF	2.7	4.6	2.8	4.4	2.7	4.2	3.3	4.4	3.7	4.5	4.9	4.7
БОООО	MILITARY PERSONNEL	4.2	6.0	4.5	5.7	4.6	5.8	4.6	5.8	4.8	6.0	5.5	6.1
B0081	PREVENTION AND REDUCTION OF		0.0	4.5	3.,	7.0	3.0	7.0	3	7.0	0.0	3.3	V
	EXECUTIVE STRESS	3.4	5.0	3.5	4.7	3.7	4.9	4.1	4.9	4.4	₹.9	48	4 0
	EXECUTIVE PHYSICAL FITNESS	4.0	5.1	3.9	4.8	3.9	4.9	4.0	4.8	4.2	4.8	4.8	5.0
B0083	ENERGY MANAGEMENT	3.2	5.2	3.3	4.8	3.4	5.2	3.3	4.8	3.7	4.7	4.4	5.1
C T	HE MILITARY PROFESSION, ENVI-												
	ONMENT AND MANAGEMENT												
C0084	MILITARY PROFESSIONALISM. STATUS/DIRECTIONS	4.2	5.1	3.9	4.8	4.0	5.1	4.1	5.2	4,5	5.2	5.1	5.5
C0085	CIVIL-MILITARY RELATIONS	3.8	4.8	3.4	4.5	3.4	4.6	3.6	4.6	3.9	4.7	4.5	5.0
	CAREER HOTIVATION	4.7	5.6	4.5	5.5	4.4	5.4	4.2	5.2	4.7	5.5	5.3	5.7
	CAREER DEVELOPMENT	5.1	6.0	4.9	5.8	4.7	5.7	4.6	5.5	5.0	5.7	5.3	5.7
	SOCIAL OBLIGATIONS	4.2	4.8	3.9	4.5	3.6	4.4	3.8	4.4	4.1	4.7	4.9	5.2
	COMMUNITY RELATIONS	3.4	4.7	3.3	4.3	3.3	4.3	3.3	4.3	3.5	4.5	4.4	5.0
C0090	MILITARY ENTITLEMENTS AND BENEFITS			, ,	- /	, ,	5.6	, ,	- ^	, ,		, ,	
C0091	MANAGING FORCE EMPLOYMENT	4.8	5.8	4.7	5.6 4.3		7 .	_		4.4	5.3	4.7	7. 7.
	PRINCIPLES OF MANAGEMENT				5.5								
	AF MANAGEMENT PROCESS				4.6					4.0			
	MILITARY JUSTICE SYSTEM			3.7				3.5		3.8			5.2
	AIR BASE HANAGEMENT				4.0				4.0	3.1	4.3	3.4	4.5
	ROLE OF THE NCO	4.1	5.9	4.2	5.5	4.0	5.8	4.1	5.7	4.1	5.8	4.7	59
C0097	MILITARY PERSONNEL ADMINISTRA- TION/MANAGEMENT	2 E		٠,	, -	· ·	, ,	2.0	, ,	, ,	, ,	, ,	- 0
CODGR	CIVILIAN PERSONNEL ADMINISTRA-	3.3	5.1	3.4	4.5	3.4	4.8	3.8	4.8	4.0	4.9	4.4	5.0
00070	TION/MANAGEMENT	2.6	43	25	4.1	2 4	4 1	3 0	4.0	2 2	6. 3	4 1	4 3
C0099	MILITARY CUSTOMS, COURTESIES,		7.5	4.5	7.1		7.1	3.0	4.0	J.J	4.2	٠.,	4.5
	AND CEREMONIES	3.8	4.9	3.6	4.6	3.5	4.5	3.4	4.5	3.6	4.7	4.3	5.2
C0100	SECURITY OF CLASSIFIED MIL.								_	-	-	-	
	DOCUMENTS/EQPT.				5.5								
	CODE OF CONDUCT DISASTER CONTROL				5.0								5.4
	PERSONAL SURVIVAL UNDER EMER-	3.0	4.7	3.1	4.6	3.6	4.5	5.2	4.1	3.4	4.1	5.8	4.4
20103	GENCY CONDITIONS	3.9	5.1	4.4	5.0	4.0	4.9	3.5	4.6	3 2	44	3.6	4.6
C0104	PERSONAL COMBATIVE MEASURES				3.7								
	COORDINATING, SPECIAL, AND												
	PERSONAL STAFFS	2.6	3.9	2.5	3.9	2.8	4.0	3.3	4.2	3.5	4.2	4.1	4.7

是一个人,我们是一个人,我们是一个人,我们是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人

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PME TOPICS	NOJ	NAP										
CO106 ORGANIZATION AND FUNCTIONS OF US AIR FORCE	3.6	5.1	3.4	4.9	3.5	4.9	4.0	5.1	4.0	5.1	4.6	5.5
CO107 ORGANIZATION/FUNCTIONS OF HQ USAF (AIR STAFF)	2.9	4.3	2.8	4.2	3.0	4.3	3.8	4.6	3.8	4.6	4.4	5.1
CO108 ORGANIZATION AND FUNCTIONS OF OSD AND JCS	2.5	3.8	2.3	3.7	2.6	3.9	3.3	4.1	3.4	4.2	3.9	4.5
CO109 CENTRALIZED MGHT. OF COMMODITIES		3.6				3.4	2.9	3.6	2.8	3.5	3.3	3.7
AND SERVICES COITO NONMILITARY AGENCIES WHICH	2.6		2.3		2.4						3.2	3.7
AFFECT MIL OPS COILL ORG/FUNCTIONS OF EXECUTIVE/	2.5	3.6	2.2		2.3	3.4	2.7	3.4	2.6	3.5		4.2
LEGISLATIVE BRANCHES CO112 ORGANIZATION/FUNCTIONS OF ALLIED	2.5	3.9	2.3	•	2.4	3.7	2.9	3.8	3.0	3.9	3.7	3.8
ARMED FORCES CO113 AF HANPOWER AND PERSONNEL	2.6	3.9	2.5		2.6	3.6	3.0	3.6	2.8	3.5 4.4	3.1	4.5
SYSTEMS OPERATIONS CO114 A' INTELLIGENCE SYSTEMS	2.9	4.2	2.8	3.8	3.0	4.3	3.4	4.3	3.8			
OPERATIONS COLIS AF LOGISTICS SYSTEMS OPERATIONS	2.7 2.5	3.9 3.8	2.4 2.4	3.6 3.6	2.6 2.6	3.6 3.7	2.8 3.1	3.7 3.9	2.7 3.2	3.7 3.9	3.1 3.9	3.9 4.2
CO116 AF INSPECTION SYSTEMS OPERATIONS	2.8	3.9	2.7	3.9	2.8	3.9	3.0	3.9	3.5	4.1	3.8	4.2
CO117 AF BUDGET SYSTEMS OPERATIONS CO118 AF COMMUNICATION SYSTEMS	2.8	4.1	2.5	3.9	2.8	4.0	3.7	4.3	3.9	4.5	4.5	4.8
OPERATIONS CO119 PROCEDURES FOR ORGANIZING	3.0	3.8	2.8	3.7	2.8	3.7	3.0	3.8	3.0	3.7	3.2	3.9
COMBAT/SUPPORT UNITS CG120 PROCEDURES FOR EQUIPPING COMBAT/	2.3	3.6	2.2	3.4	2.1	3.6	2.5	3.6	2.4	3.6	2.9	3.9
SUPPORT UNITS CO121 PROCEDURES FOR TRAINING COMBAT/	2.2	3.5	2.0	3.3	2.1	3.5	2.5	3.6	2.5	3.6	3.0	3.8
SUPPORT UNITS CO122 PLANNING AND DIRECTING COMBAT/	2.2	3.4	2.2	3.4	2.2	3.4	2.7	3.6	2.6	3.7	3.1	4.0
SUPPORT OPS CO123 PROCEDURES FOR JOINT/COMBINED	2.3	3.7	2.1	3.6	2.3	3.6	2.8	3.7	2.7	3.8	3.3	4.4
PLANNING AND OPS	2.3	3.6	1.9	3.3	2.3	3.6	:.7	3.7	3.8	3.6	3.1	4.1
D. MILITARY ENVIRONMENT/NATIONAL SECURITY												
D0124 CONTEMPORARY INTERNATIONAL												
ENVIRONMENT		4.3	2.9	3.9		4.G	3.1	4.1		4.0	3.7	4.1
D0125 THE NATION-STATE D0126 INTERNATIONAL POLITICO-ECONOMIC	2.6	3.9	2.3	3.4	2.4	3.5	2.5	3.4	2.6	3.5	3.1	3.6
AFFAIRS	2.4	4.0	2.4	3.6	2.5	3.7	2.7	3.7	2.7	3.8	3.2	3.8
D0127 INTERNATIONAL RESOURCE PROBLEMS	2.1	3.8	2.1	3.4	2.3	3.5	2.4	3.6	2.4	3.6	3.0	3.7
D0128 DEMOCRACIES AND AUTHORITARIAN												
REGIMES	2.1	3.7	2.0	3.3	2.2	3.5	2.3	3.5	2.3	3.5	2.7	3.6
DO129 THE LAW OF ARYED CONFLICT	2.6	4.3	2.6	4.0	2.7	4.1	2.6	4.1	2.5	3.9	2.9	4.1
DO130 THE UNITED STATES AND WORLD												
AFFAIRS	2.7		2.6	4.1	2.7		2.8	4.3	2.8	4.3	3.5	4.4
D0131 NATURE OF BUREAUCRACY D0132 EXECUTIVE INTERESTS AND NATIONAL	2.9	4.3	2.7	4.0	3.0	4.0	3.4	4.2	3.5	4.1	4.0	4.2
SECURITY D0133 CONGRESSIONAL INTERESTS AND	2.4	3.9	2.2	ე.6	2.5	3.7	2.8	3.9	3.0	3.9	3.6	4.2
NATIONAL SECURITY D0134 MILITARY INTERESTS AND NATIONAL	2.4	3.8	2.3	3.6	2.4	3.7	2.9	4.0	3.0	3.9	3.8	4.3
SECURITY								4.5	3.1	4.4	3.8	
DO135 DOMESTIC POLITICS		3.8						3.8	2.6	3.7	3.1	
DO136 INSTRUMENTS OF FOREIGN POLICY		4.1							2.6	4.0	3.1	4.2
DO137 BUREAUCRATIC POLITICS	2.2	3.8	∠ 1	3.4	2.3	3.6	2.5	3.9	2.8	3.7	3.1	4.0
DO138 CRISIS DECISIONMAKING		44							2.8	4.1	3.3	4.2
DO139 US FOREIGN POLICY OBJECTIVES		4.5							3.0	4.5	3.6	4.6
DO140 MILITARY TREATIES AND ALLIANCES	2.2	4.3	2.4	3.9	2.5	4.1	2.9	4.2	2.8	4.0	3.4	4.2
D0141 HILITARY ASSISTANCE D0142 INSURGENCY AND INTERNATIONAL	2.2	4.1	2.3	3.8	2.3	3.8	2.8	4.0	2.8	3.9	3.2	4.0
TERRORISM		4.2							2.7	4.2		
D0143 SOVILT-AMERICAN RELATIONS		4.8							3.1	4.6	3.7	4.7
D0144 SOVIET POLITICO-ECONOMIC SYSTEMS	2.2	3.9	2.2	3.5	2.2	3.8	2.3	3.8	2.3	3.7	2.7	3.8
DO145 ECONOMETRICS	1.7	3.9	1.8	2.8	1.8	2.8	1.8	2.7	1.9		2.1	2.7
DO146 MACROECONOMIC THEORY		3.0				2.9			1.9	2.7		
D0147 MICROECONOMIC THEORY	1.8	3.0	1.8	2.9	1.9	2.9	1.8	2.8	2.0	2.8	2.2	2.9
D0148 PLANNING, FROGRAMMING, AND BUDGETING SYSTEM	2.7	4.2	2.5	3.8	2.4	4.1	3.5	4.4	3.9	4.5	4.5	5.2

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PME TOPICS	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP
D0149 WEAPON SYSTEMS ACQUISITION												
PROCESS	2.5	3.7		3.5			3.2		3.2		3.7	_
DO150 MISSION AREA ANALYSIS	2.7	4.3	2.7			4.1	3.3	4.3	3.5	4.2	4.0	4.5
DO151 COMPARATIVE ECONOMIC SYSTEMS	1.7	3.2	1.8	-	1.7	3.1	1.8	3.1	1.9	3.1	2.2	3.2
D0152 USSR FOREIGN POLICY FORMULATION	2.3	4.0	2.2	3.6	2.2	3.1	2.3	3.8	2.2	3.6	2.6	3.8
DO153 US-EAST EUROPEAN RELATIONS DO154 US-WESTERN EUROPEAN RELATIONS	2.2	3.9	2.1			3.7	2.4	3.9	2.3	3.6	2.7 3.0	3.9
DO154 US-WESTERN EUROPEAN RELATIONS DO155 US-MIDDLE EASTERN RELATIONS		4.0 4.2		3.6 3.9		4.0	2.7 2.6	4.1	2.6	4.0	3.2	
D0156 SINO-AMERICAN RELATIONS	2.2		2.2		2.3	3.9	2.3	4.1	2.4	3.9	2.8	4.1
D0157 CHINESE POLITICO-ECONOMIC		_										_
SYSTEMS D0158 CHINESE FOREIGN POLICY FORMULA-	1.9	3.6	1.8		1.9	3.5	1.8	3.5	2.0	3.3	2.3	3.5
TION	2.0	3.7	1.9	3.4	1.9		1.9		2.0	3.4	2.4	3.6
DO159 US-ASIAN RELATIONS	2.1	3.8	2.0	3.6	2.1	3.7	2.0	3.9	2.2	3.7	2.8	3.9
D0160 US-AFRICAN RELATIONS	1.9	3.7	1.8		2.0		2.0	3.7	2.1	3.5	2.6	3.7
D0161 US-LATIN AMERICAN RELATIONS D0162 ARMS CONTROL	1.9	3.7	1.8		1.9	3.6	1.9	3.8	2.1	3.5	2.4	3.7 3.8
D0163 US NATIONAL OBJECTIVES		4.1 4.8	2.2		2.2 2.6	4.6	2.3	3.9 4.8	2.5 3.2	3.8 4.6	3.8	T -
D0164 US NATIONAL SECURITY POLICY		4.7	2.5	4.3	2.5	4.4	2.8	4.7	3.1	4.6		4.8
DO165 SOVIET AND PRC THREAT		4.8	2.7		2.9	4.5		4.8	3.0	4.6	3.6	
D0166 FREE WORLD VULNERABILITY	2.6	4.6	2.5	4.2	2.6	4.5	2.8	4.8	3.0	4.6	3.5	4.7
D0167 FORMULATION OF US NATIONAL SECURITY POLICY		4.3	2.3		2.3	_			2.6	4.1	3.1	4.4
DO168 INFLUENCE OF SCI/TECH IN US NATL											_	
SECURITY POLICY D0169 US NATIONAL SECURITY STRATEGIES	2.4	4.2	2.3		2.4	3.9	2.6	4.2		3.9	3.2	
DO170 US HILITARY CONCEPTS AND FUTURE	2.3	4.1	2.2	3.7	2.2	4.0	2.3	4.1	2.5	3.9	2.9	4.3
NATL SECURITY	2.2	4.1	2.1	3.8	2.1	3.9	2.5	4.2	2.6	4.2	3.0	4.3
D0171 COLLECTIVE DEFENSE ARRANGEMENTS	2.1	3.9	2.1	3.6	2.1	3.7	2.4	3.9	2.5	3.8		4.0
D0172 ELEMENTS OF NATIONAL POWER	2.0	3.9	2.0	3.6			2.3	4.0		4.0	2.8	
DO173 IMPACT OF DIFFUSION OF POWER	1.8	3.5	1.8		1.8	3.4	2.0	3.7	2.1	3.6	2.4	3.7
D0174 IMPACT OF INTERDEPENDENCE	1.7	3.5	1.8	3.2	1.8	3.5	2.1	3.8	2.2	3.6	2.5	3.7
D0175 TRANSMATIONAL ORGANIZATIONS	1.8	3.4	1.8	3.1	1.9	3.5	1.9	3.6	2.1	3.4	2.4	3.5
D0176 PROBLEMS OF EMERGING NATIONS	1.8	3.5	1.8	3.2	1.9	3.4	1.9	3.5	2.0	3.5	2.4	3.6
D0177 TRENDS IN CONFLICT AND COOPERA-	1.9	3.7	1.9	3.5	2.0	3.5	2.1		2.1	3.6	2.6	3.8
D0178 ORGANIZATION AND ROLE OF THE										-		
UNITED NATIONS D0179 FACTORS WHICH INFLUENCE THE	1.8	3.4	1.8	3.3		3.2	1.8			3.2		3.4
INTENSITIES OF WAR D0180 INTERNATIONAL RELATIONS AND	2.3	4.3	2.3	3.9	2.2	3.9	2.3	4.1	2.4	4.0	2.9	4.2
JOINT/COMBINED OPS	1.9	3.6	1.9	3.4	2.0	3.6	2.3	3.8	2.4	3.7	2.8	3.9
DO181 DETENTE	2.1	3.9	2.2	3.8	2.1	3.6	2.0	3.6	2.2	3.5	2.5	3.6
D0182 RELATION OF US ECONOMY TO MILITARY PROGRAMS	2.3	4.3	2.3	4.1	2.4	4.3	2.7	4.4	3.0	4.5	3.4	4.6
E. MILITARY EMPLOYMENT												
												, ,
E0183 AIRPOWER HISTORY	1.9		2.0	3.3			2.1		2.3			
E0184 DOD HISTORY E0185 DOD ORGANIZATION	1.9		1.9	3.1			1.9		2.1		3.7	
E0186 HILITARY STRATEGY AND DOCTRINE	2.5	4.0	2.2	3.8	2.3	4.1	3.0	4.4	3.2	4.2	3.7	4.1
E0187 EVOLUTION OF MILITARY STRATEGY												
E0188 NATIONAL SECURITY STRATEGY												
E0189 HILITARY STRATEGY	2.3			4.1				4.7		4.4		4.8
E0190 NUCLEAR STRATEGY				4.4		-			2.5		3.1	
E0191 US MILITARY DOCTRINE		4.4			2.2				2.5		2.9	
E0192 PRINCIPLES OF WAR	2.0	4.1			2.2		_		2.3		2.8	
E0193 USAF BASIC DOCTRINE	2.5			4.4					2.8		3.3	
		3.2			1.8				2.0		2.4	3.5
E0195 US NAVY DOCTRINE	1.6	3.2	1.8	3.0	1.7	3.2		3.2				3.4
E0196 US MARINE DOCTRINE	1.6	3.2	1.7	2.9	1.7				1.9	3.1	2.2	3.4
E0197 JOINT DOCTRINE E0198 SOVIET HILITARY TACTICAL	1.9	3.9	2.1	3.6	2.1	3.9	2.4	4.1	2.5	4.0	2.9	4.3
DOCTRINE E0199 SOVIET HILITARY TACTICAL	2.3	4.3	2.4	3.8	2.4	4.0	2.5	4.2	2.5	4.1	2.9	4.3
PLANNING	2.4	4.2	2.4	3.7	2.4	3.9	2.5	4.0	2.4	3.9	2.8	4.1
E0200 SOVIET MILITARY STRATEGIC DOCTRINE	2.4	4.4	2.5	3.9	2.3	4.0	2.4	4.2	2.4	4.0	2.9	4.3
E0201 SOVIET MILITARY DOCTRINE	2.3	4.3	2.3	3.8	2.3	3.9	2.3	4.1	2.3	4.0	2.7	4.3
E0202 SOVIET HILITARY HIND-SET	2.2	4.0	2.0	3.6	2.1	3.6	2.3	3.8	2.2	3.8	2.6	4.0

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PME TOPICS	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP	NOJ	NAP
E0203 GENERAL PURPOSE FORCE STRUCTURE		4.1	2.0	3.8	2.3	4.0	2.7	4.3	2.8	4.2	3.2	4.6
E0204 SCHOOLS OF STRATEGY	1.8	3.9	1.8	3.4	1.8	3.8	2.6	3.7	2.1	3.6	2.4	3.8
E0205 APPROACHES TO STRATEGY	1.8	3.8	1.8	3.4	1.8	3.7	1.9	3.6	2.0	3.6	2.3	3.8
E0206 STRUCTURE/OBJECTIVES OF AF												
ORGANIZATIONS	2.7	4.8	2.4	4.3	2.7	4.5	3.0	4.7	3.4	4.8	3.8	5.3
50207 COMMAND RESPONSIBILITIES AND							_					
RELATIONSHIPS	2.5	4.5	2.3	4.2	2.6	4.4	3.1	4.8	3.5	4.8	3.9	5.2
E0208 COMMAND ORGANIZATION	2.5	4.4	2.3	4.1	2.6	4.3	3.0	4.7	3.5	4.8	3.8	5.2
E0209 TOTAL FOPCE CAPABILITIES	2.1	4.2	2.2	3.8	2.2	4.0	2.4	4.2	2.8	4.2	3.2	4.6
	2.3	4.3	2.4	3.9	2.6	4.2	3.0	4.6	3.1	4.5	3.4	4.8
E0211 USAF TACTICAL MISSIONS	2.5	4.5	2.6	4.1	2.7	4.3	3.2	4.7	3.2	4.6	3.6	5.1
E0212 SOVIET TACTICAL CAPABILITIES	2.5	4.3	2.6	3.9	2.6	4.2	2.8	4.5	2.7	4.4	3.1	4.7
E0213 US MILITARY TECHNOLOGICAL		, .		, ,								, ,
DEVELOPMENTS	2.8	4.5	2.6	4.1	2.7	4.2	3.3	4.6	3.3	4.4	3.7	4.7
E9214 USIX HILITARY TECHNOLOGICAL DEVELOPMENTS		, ,			~ .	, ,		, ,		, ,		
	2.7	4.4	2.4	4.0	2.6	4.0	3.0	4.4	2.8	4.2	3.3	4.5
E0215 COMMUNIST BLOC MILITARY TECH DEVELOPMENTS		, ,	<b>^</b> /		~ .			, .		• •		, ,
E0216 RED CHINESE MILITARY TECH	2.5	4.2	2.4	3.9	2.4	3.9	2.7	4.1	2.6	3.9	3.0	4.2
DEVELOPMENTS	2.4	. 1	2 2	2 0	2 2	2.0	2.6		2 /	2 0	2 0	
E0217 NORTH KOREAN HILITARY TECH	2-4	4.1	2.3	3.8	2.3	3.9	2.4	4.1	2.4	3.8	2.8	4.1
DEVELOPMENTS	2.1	3.6	2.0	3.3	2.0	3.3	2 1	3.5	2 1	2 2	2 /	3.5
E0218 USAF TACTICAL COMBAT CAPABILI-	2.1	3.0	2.0	3.3	2.0	3.3	2.1	3.3	2.1	3.3	2.4	3.3
TIES	2.7	4.6	2.5	4.1	2.7	4.4	3.3	, ,	2 2	, ,		5.1
E0219 US ARMY ORGANIZATION/FUNCTIONS/	2.7	4.6	2.3	4.1	2.1	4.4	3.3	4.8	3.2	4.7	3.7	5.1
CAPABILITIES	1.8	3.5	2.0	3.1	2.0	3.3	2.4	3.7	2.4	3.5		3.8
E0220 US NAVY ORGANIZATION/FUNCTIONS/	1.0	3.3	2.0	3.1	2.0	3.3	2.4	3.7	2.4	3.3	2.7	3.0
CAPABILITIES	1.8	3.4	1.8	3.1	1.9	3.3	2.2	3.6	2.3	3.4	2.5	3.7
E0221 US MARINE ORGANIZATION/FUNCTIONS		3.4	1.0	3.1	1.9	3.3	2.2	3.0	2.3	3.4	2.5	3.1
CAPABILITIES	1.7	3.4	1.8	3.2	1.9	3.3	2.1	3.6	2.2	3.3	2.4	3.7
E0222 TACTICAL COMMAND AND CONTROL	2.5	4.2	2.5	3.8	2.6	4.0	3.2	4.4	3.2	4.5	3.5	4.6
E0223 SPECIAL OPERATIONS	2.0	3.6	2.0	3.4	2.2	3.7	2.3	3.9	2.5	3.8	2.8	4.0
E0223 SPECIAL OPERATIONS E0224 CHEMICAL OPERATIONS E0225 STRATEGIC MOBILITY E0226 US PACIFIC FORCES E0227 US EUROPEAN FORCES E0228 NATO ALLIANCE	2.6	4.3	2.7	3.9	2.7	4.2	2.7	4.3	2.6	4.0	3.0	4.2
E0225 STRATEGIC MOBILITY	2.5	4.3	2.4	3.9	2.4	4.2	2.9	4.4	3.0	4.3	3.5	4.7
E0226 US PACIFIC FORCES	1 9	3.9	2.1	3.7	2.3	3.8	2.3	4.1	2.6	4.0	3.0	4.3
E0227 US EUROPEAN FORCES	2.2	4.1	2.4	3.8	2.4	4.0	3.1	4.3	3.1	4.3	3.4	4.6
E0228 NATO ALLIANCE	2.2	4.2	2.3	3.9	2.4	4.0	3.0	4.4	2.9	4.2	3.3	4.5
E0229 NATO MILITARY CAPABILITIES	2.2	4.3	2.4	4.0	2.4	4.1	2.9	4.4	2.9	4.3	3.2	4.6
E0228 NATO ALLIANCE E0229 NATO MILITARY CAPABILITIES E0230 NATO DOCTRINE	2.1	4.2	2.2	3.9	2.2	3.9	2.7	4.1	2.7	4.0	3.0	4.4
E0231 NATO LOGISTICS READINESS	2.0	3.8	2.1	3.5	2.1	3.7	2.6	3.9	2.5	3.7	3.0	4.0
E0232 JOINT OPERATION PLANNING		•		•				01,		J		•••
PROCESS/SYSTEM	1.8	3.7	2.0	3.4	2.1	3.7	2.6	4.0	2.5	3.8	2.8	4.0
E0233 JOINT CAPABILITY AND EMPLOYMENT		3.9	1.9	3.5	2.0	3.7	2.4	3.9	2.4	3.8	2.8	4.1
E0234 INTELLIGENCE	2.4	4.2	2.4	4.0	2.4	4.0	2.8	4.3	2.7	4.2	3.1	4.4
E0235 TACTICAL THEATER WARFARE		4.0	2.2	3.7	2.2	3.9	2.7	4.3	2.7	4.2	3.1	4.4
E0235 TACTICAL THEATER WARFARE E0236 THEATER NUCLEAR WARFARE E0237 FUTURE TACTICAL CAPABILITIES E0238 IS SIRATEGIC OR FECTIVES	2.3	4.3	2.5	4.1	2.3	4.0	2.5	4.3	2.5	4.2	2.9	4.5
E0237 FUTURE TACTICAL CAPABILITIES	2.2	4.1	2.3	3.8	2.3	4.0	2.7	4.3	2.8	4.2	3.0	4.3
E0238 US STRATEGIC OBJECTIVES	2.2	4.5	2.4	4.2	2.4	4.4	2.5	4.6	2.7	4.6	3.3	4.8
E0239 STRATEGIC FORCE PLANNING												
OBJECTIVES	2.1	4.1	2.2	4.0	2.2	4.1	2.3	4.4	2.5	4.2	3.1	4.6
E0240 STRATEGIC OFFENSIVE FORCES	2.1	4.3	2.4	4.0	2.4	4.3	2.5	4.4	2.7	4.4	3.2	4.6
E2241 US DEFENSIVE FORCES	2.3	4.4	2.4	4.1	2.4	4.3	2.6	4.5	2.8	4.3	3.3	4.6
E0242 NUCLEAR STRATEGIC TARGETING	2.1	4.1	2.4	3.9	2.4	4.0	2.1	4.0	2.2	3.8	2.7	4.0
E0243 STRATEGIC NONNUCLEAR OPERATIONS	2.2	4.2	2.2	3.9	2.4	4.2	2.4	4.2	2.5	4.2	3.0	4.4
E0244 SPACE OPERATIONS	2.5	4.2	2.1	3.8	2.2	4.1	2.4	4.2	2.4	4.2	3.0	4.5
E0245 FUTURE SPACE STRATEGIES	2.5	4.3	2.1	3.8	2.1	4.1	2.4	4.2	2.3	4.2	3.1	4.5
E0245 FUTURE SPACE STRATEGIES E0246 RECONNAISSANCE OPERATIONS	2.4	4.1	2.3	3.9	2.5	4.0	2.7	4.2	2.7	4.2	3.1	4.5
E0247 STRATEGIC COMMAND AND CONTROL	2.3	4.1	2.5	3.9	2.7	4.2	2.8	4.4	2.8	4.3	3.3	4.6

### APPENDIX E

LISTING, FOR EACH PAYGRADE, OF THE PME CURRICULUM TOPICS RATED HIGHEST

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